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THE MIDDLEBURY COLLEGE

NEWS LETTER

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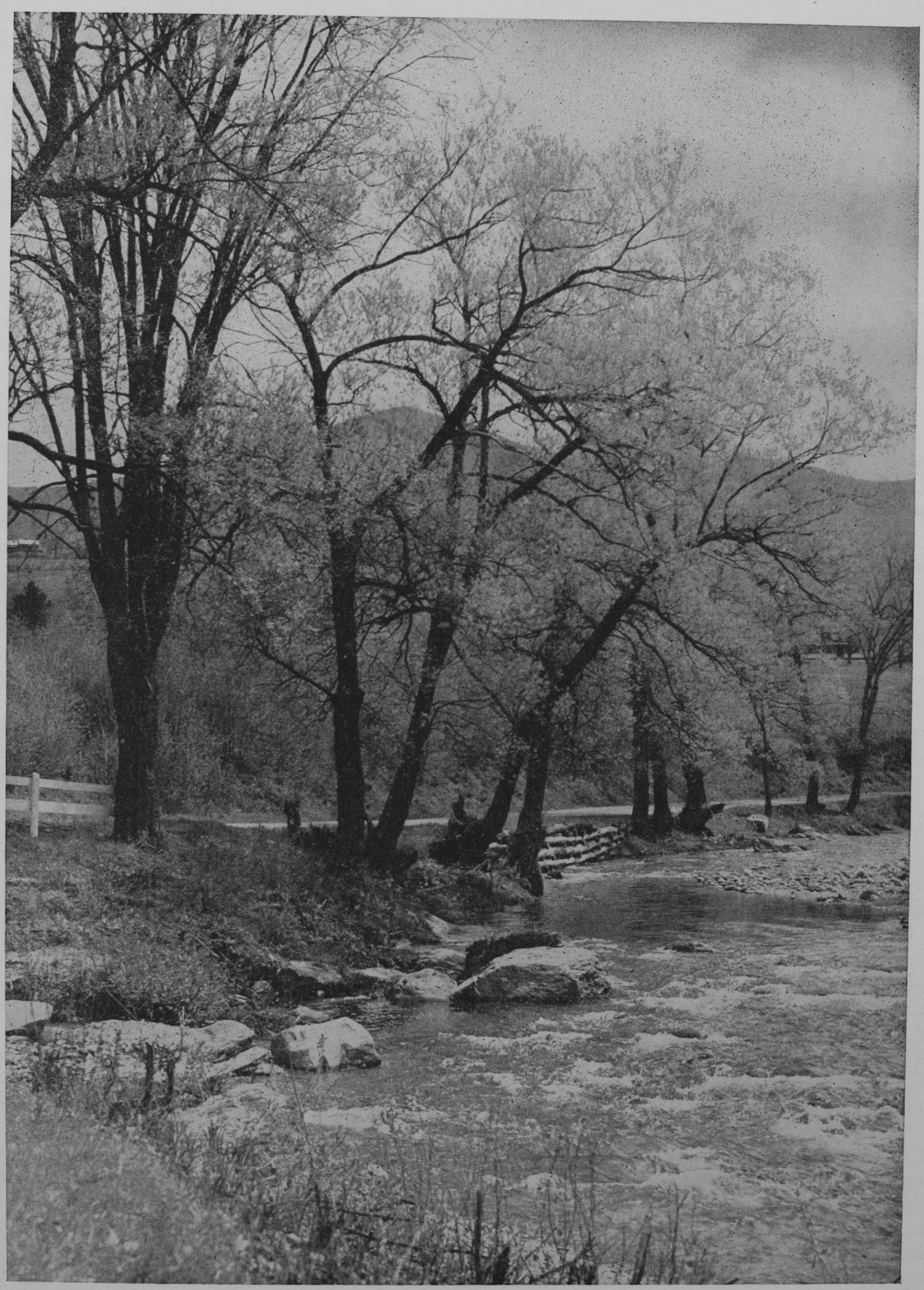

Spring in Vermont

1698

Subjects and Predicates

Russian Degrees

Middlebury College has taken a step forward in the field of language teaching with the announcement by President Stratton of the inauguration of a course of study, leading to the Master's and Doctor's degree in Russian, which will be conducted at the summer session of the Middlebury College Language Schools, June 28 to August 15.

Newest of the Language Schools, the Russian School founded last summer is directed by Dr. Mischa H. Fayer and has an all-native faculty, including Marya Andreyevna Tolstoy, granddaughter of the Russian novelist, Leo Tolstoy; and Olga Lang, author and interpreter at the Nuremburg trials, Nuremburg, Germany.

Dr. Stephen A. Freeman (right), vice-president of Middlebury College, congratulates President Boylston Green at his inauguration as the fifth president of Emerson College, Boston. Dr. Green is a former Middlebury professor.

Bread Loaf

The Middlebury College Bread Loaf School of English will be held this summer, June 28 to August 10, and will be followed by the Bread Loaf Writers' Conference, August 14 to 28.

Members of the School of English faculty include: Donald Davidson, Professor of English, Vanderbilt University; William Dighton, Instructor in English, Queens College; Elizabeth Drew, former lecturer in English at the University of Cambridge; Hewette E. Joyce, Professor of English, Dartmouth College; Randall Stewart, Professor of English, Brown University; Erie T. Volkert, Assistant Professor of Drama, Middlebury College; and Louis C. Zahner, head of the English Department at the Groton School.

Among the members of the 1946 Writers' Conference staff are: Robert Frost, Louis Untermeyer, Wallace Stegner, Fletcher Pratt, Helen Everitt, Colonel Joseph I. Greene, Alan Collins, C. Raymond Everitt, Graeme Lorimer, and Director Theodore Morrison.

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The NEWS LETTER is the official organ of the Associated Alumni and of the Alumnae Association of Middlebury College. It is published by the College at Middlebury, Vermont, quarterly, in November, February, April, and June, and was entered as second-class matter, November 15, 1932, at the Middlebury post office under Act of Congress, August 24, 1912.

Midd Hero

The following Subject and Predicate was written by Frank C. Matzek, *Ski Editor of the Providence (R.I.) Journal* as a tribute to Eddie Gignac, a member of the Class of 1943, who left college at the start of World War II to fight for and eventually give his life for his country.

He was a little fellow, tow-headed, and he had an engaging grin. He was standing on a corner in Laconia, N. H., and it was the night before he was going to defend his Eastern ski jumping championship on the big 60-meter jumping hill in the Belknap recreation area, Gilford, N. H.

He was with two of his Middlebury College ski mates and they all wore sweaters with big *M's* emblazoned on their chests. They hailed us for a ride and we picked them up because we were headed out toward the ski inn where they were housed. Two of them climbed into the back seat of the car, one in the front.

We knew that there was a Middlebury skier who had won the Easterns the year before. His name was Eddie Gignac and his folks, we heard, lived in Central Falls, R. I.

So we asked these youngsters if they were from Middlebury and they said they were and then we asked them if they knew Gignac, and one of them in the back seat said that Gignac was the one sitting with us in front.

We told him that we wrote a ski column in Providence and were interested in him because of his Rhode Island connection and, naturally, because he was the defending champion. He was a shy youngster and yet easy to talk to.

His knee had been twisted playing football for Middlebury the previous Fall and he didn't expect to do too well in defense of his title. One of the boys in the back seat said that he really shouldn't be jumping at all, let alone

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LEFT TO RIGHT: *The Gables, Federation Building, and Sargent House, three buildings being used by the College to relieve the student-veteran housing problem at Middlebury.*

on the big 60-meter hill, because his knee was really bothersome, and without two good legs under him when he landed he might easily be injured seriously.

Gignac said he guessed he wouldn't worry about that, but added that he couldn't get much of a lift off the take-off and thus didn't figure to be a strong contender for the title. That was 1939 and it was 1938 when he put together two beautiful jumps of 210 and 204 feet to head the title field.

He gave a good old college try to the defense of his championship, however, and we doubt that there were many spectators who knew the handicap he was under because their attention was centered on two of the world's greatest ski jumpers, the incomparable Torger Tokle and the handsome, stylish Reidar Andersen, two dashing young Vikings from Norway.

They tied for first place and it was a coincidence that Andersen's two jumps measured 210 and 204 feet. It was his flawless jumping style that gave him a deadlock with Tokle, who, quite as usual, outjumped the entire field with leaps of 220 and 210 feet.

(*Continued on page 17*)

Golf Course

The leasing of the nine-hole Middlebury Country Club golf course, for a period of ten years by Middlebury College, was announced recently by President Stratton. The course has not been used during the war and in turn is in need of clearing, trimming, and general landscaping, before it will be available for playing purposes.

Spring Sports

The first full program of spring sports since 1942 is underway at Middlebury with baseball, golf, tennis, and track teams working out daily under their respective coaches. Baseball is being coached by John "Red" Kelly; track, Arthur M. Brown; golf, Al Wolfley; and tennis by Ellsworth Cornwall. The schedules are as follows:

BASEBALL

May	1	Union	Schenectady
May	4	Williams	Williamstown
May	7	St. Michael's	Winooski
May	11	Norwich	Middlebury
May	14	Vermont	Middlebury
May	17	Clarkson	Potsdam
May	18	St. Lawrence	Canton
May	21	St. Michael's	Middlebury
May	25	Norwich	Northfield
May	28	St. Lawrence	Middlebury
May	30	Vermont	Burlington
June	5	Clarkson	Middlebury

*GOLF

May	4	Williams	Williamstown
May	8	Dartmouth	Hanover
May	11	St. Lawrence	Middlebury
May	24	Clarkson	Potsdam
May	25	St. Lawrence	Canton
June	1	Clarkson	Middlebury

* Matches scheduled for Middlebury will be played at either the Burlington or Rutland Country Clubs

TENNIS

May	4	Williams	Williamstown
May	11	St. Lawrence	Middlebury
May	15	Vermont	Middlebury
May	18	Rensselaer	Middlebury
May	24	Clarkson	Potsdam
May	25	St. Lawrence	Canton
May	30	Vermont	Burlington
June	1	Clarkson	Middlebury

TRACK

May	4	Intramural Meet	Middlebury
May	11	E.I.C.A.A. Meet	Worcester
May	18	Trinity	Middlebury
May	25	Rensselaer	Troy

Judge Bryant

The obituary of Judge Frederick H. Bryant, '00, which follows, was contributed by his fellow student and friend, Judge Ellsworth C. Lawrence, '01.

The death of Federal Judge Frederick H. Bryant, '00, is mourned by a host of admiring friends and associates.

Judge Bryant was born in Lincoln, Vt., July 25, 1877, and was graduated from Middlebury College in 1900. After leaving college, he studied law in the office of Gordon H. Main, Malone, N. Y., and was admitted to the N. Y. State Bar in 1903. The following three years he practiced law with Mr. Main and in 1907 formed a partnership with Ellsworth C. Lawrence '01, which terminated in 1926. In May, 1929, he was appointed Federal Judge for the Northern District of N. Y., and served in that capacity until his death. Judge Bryant received the degree of Doctor of Laws from Syracuse in 1938 and from Middlebury in 1940.

The judicial career of Judge Bryant was characterized by legal acumen and unlimited patience. As a judge, he was fearless. He was always courteous to all with whom he came in contact, and upheld the scales of justice with unwavering hand. He was held in highest esteem by his fellow lawyers and judges. In his passing, Middlebury has lost a loyal supporter; the bench and bar have been deprived of a wise and upright judge; his family have been deprived of a loving husband and father. Judge Bryant exemplified the best type of American citizenship.

1700

First Postwar Reunion

Commencement Weekend, June 14-17, 1946

AFTER an interruption of almost four years, Middlebury College is pleased to announce the resumption of the traditional Commencement weekend for returning Alumni and Alumnae. The College will sponsor a general reunion for all classes in June. The program of events arranged by the College will include the Class Day exercises sponsored by the graduating class, the always memorable and popular Barbecue, a Commencement Play, an informal Saturday night dance, Cane Ceremony, and other activities as listed.

Individual classes which would normally reune in June, as well as those who have missed reunions in the past three years, that want to arrange separate meetings or class dinners of their own, apart from the general college reunion, may do so on their own initiative. The College, including the Alumni and Alumnae offices, is unable to take the responsibility in planning for separate class gatherings until 1947, when classes will again be urged to reune at the usual five-year intervals.

In connection with the general reunion in June, 1946, the Alumni and Alumnae Offices will take reservations for rooms and meals to the limit of dormitory capacity on a *first come, first served* basis. As soon as the various items on the program are definite, reservation forms will be sent to all Alumni and Alumnae, graduates and non-graduates. It is planned to have these in the mail early in May for return by June first. To avoid confusion and duplication, reservations will be acceptable *only* on the official reservation form.

This preliminary announcement is made in the NEWS LETTER to allow you plenty of time to make plans for a trip to Middlebury for the gala weekend of June 14, 15, 16, and 17. Watch the mail early in May for the final announcement, program, and reservation forms. And don't forget, return your request for accommodations *early* on the forms to be provided.

Glancing back through college history it is noted that the last June reunion was held on the campus in the prewar days of Spring, 1941, and was attended by more than 1200 people. The following year the reunion was held in May, with wartime restrictions on traveling and rationing of gasoline reducing attendance. During the crucial war years of 1943, 1944, and 1945, alumni and alumnae were hard at work helping to win the war. The war is over, travel restrictions have been lifted, and the attraction of a June weekend on the familiar, green campus of their Alma Mater should be an irresistible lure.

PROGRAM OF EVENTS

Friday, June 14

2–8 P.M.	Registration	Starr Library
8:15 P.M.	Commencement Play "The Cherry Orchard"—Chekhov	College Playhouse

Saturday, June 15

9:30 A.M.	Class Day Ceremonies	Lower Campus
10:00 A.M.	Trustees' Meeting	Old Chapel 31
11:00 A.M.	Alumnae Association Open Meeting	Forest Hall
	Alumni Council Open Meeting	Gifford Hall
12:30 P.M.	Reunion Barbecue	Campus
4–6 P.M.	Informal Reception	President's House
8–11:45 P.M.	Commencement Dance	McCullough Gym
8:15 P.M.	Commencement Play "The Cherry Orchard"—Chekhov	College Playhouse

Sunday, June 16

10:45 A.M.	Baccalaureate Service	Mead Chapel
12:30 P.M.	Phi Beta Kappa Luncheon	Middlebury Inn
5:00 P.M.	Twilight Musicale	Mead Chapel
7:30 P.M.	Cane Ceremony	Forest Hall Arcade
8:15 P.M.	College Movies	Mead Chapel

Monday, June 17

10:15 A.M.	Commencement Procession	Old Chapel
10:30 A.M.	146th Commencement Exercises	Mead Chapel

1791

The Radar War

By DONALD R. MACQUIVEY, '34

MOST OF YOU have heard of radar. Many of you have read how this RAdio Direction And Ranging device helped win the war by providing "eyes" whenever visibility was low. You may not have heard much, however, of radar countermeasures—RCM—the *art*, if you will, of blinding or distorting the image in enemy radar so as to render it virtually useless. The development of equipment and techniques for this vital activity was the concern of several hundred scientists and their assistants at the Radio Research Laboratory at Harvard University operating under contract with the Office of Scientific Research and Development. Details of their work and the work of other laboratories engaged in similar activity have only recently been made public.

It was the author's good fortune to be associated with this work from the time it was started with a group of four men in a little room at Radiation Laboratory, Massachusetts Institute of Technology in Cambridge, Massachusetts. Radar was "hush-hush" but RCM was "super-hush-hush." The enemy was not even to know that we were thinking of ways to make his radar less effective.

In RCM the enemy *calls the shots*. If you would jam or confuse his radar, you must determine such things as these: What spot on the radio band is he using? What is he using his radar for—early warning of approaching enemies or for directing guns? Where is his radar?

Before anything can be done in the way of developing equipment or techniques in RCM, some or all of these questions must be answered. Army and Navy Intelligence provided the first information and continued to indicate where inventive stress should be placed. It was soon realized, however, that it would be valuable to send laboratory engineers to the field, so that they could actually be on hand to give advice concerning what information was needed, the analyzing of information obtained and how best to apply RCM as a result. The author was one of those Technical Observers.

Early in 1944, we did not know very much about Japanese radar. The boys in the South Pacific and the Aleutians had captured a couple of sets. They were quite similar to one of our pre-war models, but we could not help feeling that they had something better and also that it would probably be found near Tokyo or other strategic bases.

Remember the first raid on Japan by B-29's in June of 1944? That was an important date in RCM. Some of those B-29's had special search receivers installed and special observers scanning the radar bands in search of new and different signals from those previously heard. Another engineer and the author had been sent to India in May to help prepare those planes for this and subsequent operations. It was indeed a relief, in a way, not to find any previously uncatalogued signals, but we could still not be sure. On such a long mission as this and with gasoline so precious, there was no time to "stooge around" and investigate any signals carefully. On later raids, some special direction finders developed at the Laboratory were installed and reasonable success was obtained in spotting some of the radars heard.

It was evident, however, that a thorough job could be done only by a plane especially equipped to ferret out and analyze enemy radar signals. A B-29 would have been fine to use, but it was too large to operate from advanced bases and used too much gasoline. Formosa is not far from Japan, and it was known that a great deal of shipping passed in the strait between Formosa and China, and that probably new radars might be found along this route, as it was such a vital life line of supply for the Japanese in the South Pacific. Search of this area could be made with a B-24 almost as well as with a B-29.

We worked out a cooperative scheme. In India, Southeast Asia Command supplied the plane, Twentieth Bomber Command (B-29's) the special search observers and radar search gear—much of it brought especially for search purposes from the laboratory in Cambridge. General Chennault's Fourteenth Air Force in China supplied the crew. We took the plane to a central India base and spent a month fitting it out with a special RCM room in the rear bomb bay, special direction finders and search receivers, and radar pulse analyzers. When the plane was ready, a telegram was sent to General Chennault and a crew came to take the plane. The crew was a good one and many successful and information-rewarding (*Continued on page 17*)

1702

Liberal Arts at Biarritz-American University

By STEPHEN A. FREEMAN, *Vice-president of Middlebury College*

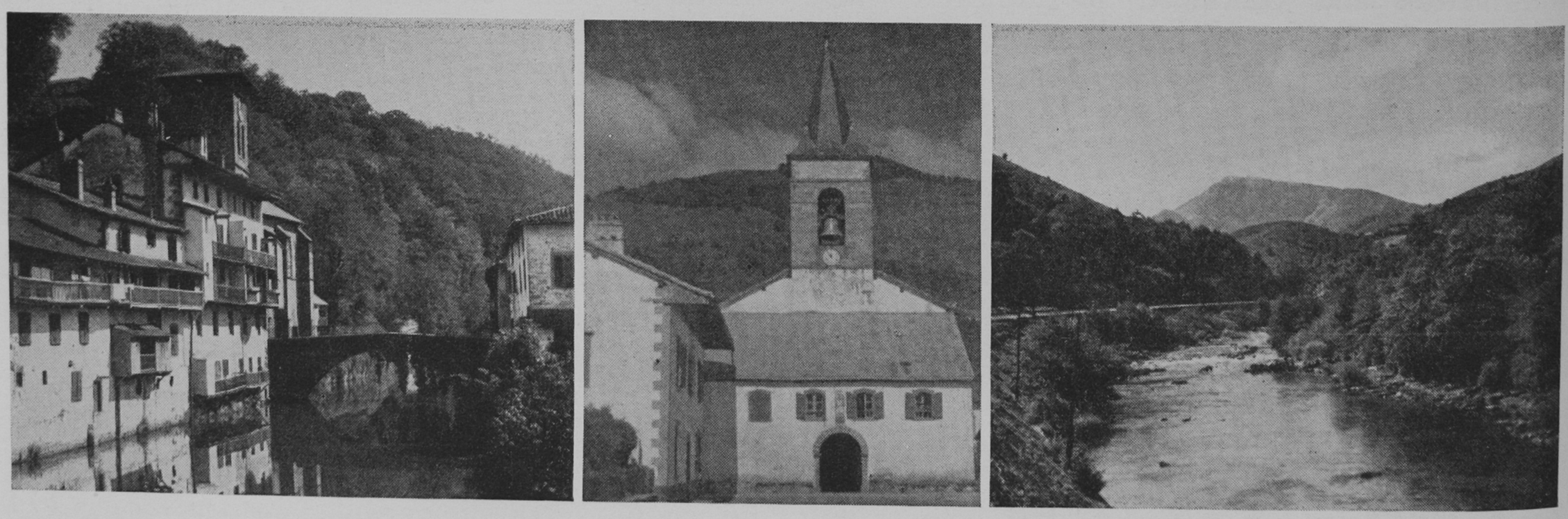
AS LARGE A GROUP of college teachers never had, the author ventures to say, as unusual and as stimulating an experience as those who participated in the Army's educational program at Biarritz-American and Shrivenham-American Universities.

Organized as a part of the instructional program of the Information and Education Division of the United States Army, the university projects at Biarritz and Shrivenham were among the most successful and distinctive units. Four thousand men in uniform, both officers and enlisted personnel, were enrolled on a voluntary basis in each eight-week session. Two sessions were completed at Shrivenham, near Oxford, in England, before it closed in December, and three sessions were completed at Biarritz, in the southwest corner of France before it closed in March. The principal objective of these Army universities was to give qualified men an opportunity to readjust themselves to the classroom and prepare themselves for further study while waiting for transportation back to the United States.

The author's first contact with the program was a telephone call from Washington on May 9, the day after V-E Day. After several conferences in Washington and some further investigation, he was generously granted a ten-months leave of absence from Middlebury College by President Stratton and the Board of Trustees. The middle of June found him installed with a number of other college teachers and administrators in an office of the Pentagon Building, Washington, and busily recruiting a university faculty by long-distance telephone.

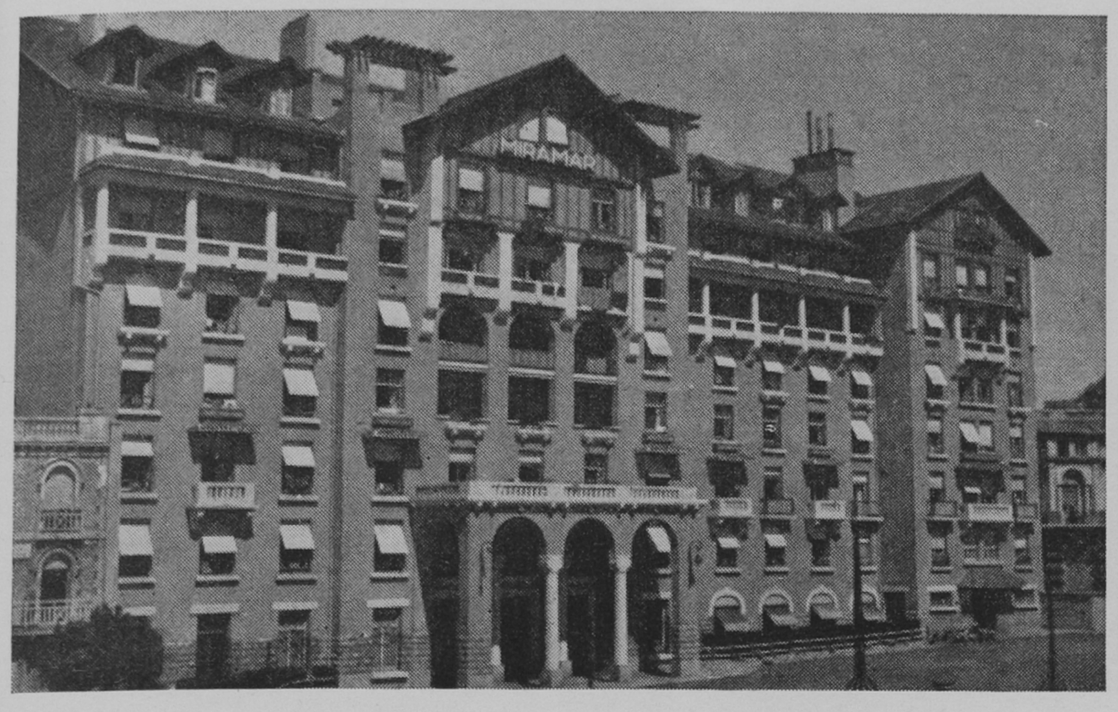
The twenty-two hour trip by airplane to Paris on July 1st was an unforgettable experience. Then followed two weeks more of frantic effort to secure the release of competent university teachers from Army units in Europe. Meanwhile, the decision had been made to locate the University at Biarritz instead of at Fontainebleau, as had originally been planned, and the author was sent down there, the first civilian on the spot, to help create an institution of higher learning out of *whole cloth*. Shortly afterwards, he was appointed Chief of the Liberal Arts Section.

It would have been difficult to find a more attractive place, or a more unlikely one, for the location of the University. Biarritz, south of Bordeaux on the Atlantic coast, sixteen miles from the Spanish border, ranks in peacetime with the Riviera as a playground of European aristocracy. It is a modern town with a permanent population of about 20,000. Its chief assets are its location on a beautiful sandy beach and its delightfully mild climate. Yet, no university had ever existed there, nor even a large secondary school. There were no buildings in the town equipped with classrooms, blackboards, laboratories, no library nor any of the indispensable facilities for an educational institution. The date had been set for the arrival of the first students as August 20th; we had a month to get ready. It was our task to locate, survey, and requisition the necessary facilities. For weeks we studied maps and tramped the streets investigating the large palace-hotels, the smaller lodging houses, the beautiful private villas, department stores, garages, storehouses, and even sheds.



Scenes in the Basque Country

1703



The Miramar-Student Billets

Liberal Arts Headquarters

Some had been occupied by the Germans; these were generally filthy and in a bad state of disrepair. We had to find buildings with rooms suitable for classes. Our need varied from lecture halls for 300 students down to small seminar rooms. The headquarters of the Liberal Arts Section was set up in a small hotel composed of four connecting villas with about 55 rooms. The large chambers were used for classrooms, and the connecting bathrooms, with the tubs removed, became faculty offices. Science laboratories were built in department stores or in the basement dining rooms of hotels. Garages were turned into engineering laboratories. The Municipal Casino became the main auditorium building, with its large theatre, well-equipped stage, and its music hall; the gaming room became the library. Another large department store became the recreation center, under the supervision of the Special Services. We found other villas that would serve for piano practice, for art studios, for book stores. The journalism section made arrangements with the local newspaper. A total of 230 buildings was used. In general, the largest hotels along the beach were assigned for billeting the soldier-students, and the main mess halls were located there. The smaller hotels and large villas were used for instruction purposes, and the faculty lived in the smaller villas farther back from the shore. To many of the students fresh from front-line duty in Germany, it was a strange experience to sleep in a luxurious hotel like the Miramar or the Palais, inner-spring mattresses, sheets, mirrors, and silk curtains, windows wide open on a gorgeous warm beach, and to be awakened in the morning, not by reveille, but by the soft voice of the telephone operator.

The Information and Education Division of the Army provided the complete organization of the University. The Commandant, Brig. General S. L. McCroskey, had final authority and full responsibility for all activities at the University. Working under him was a centralized administrative and instructional staff. A complete military staff, with 1,000 men in the station complement, together with French civilian employees and 750 German prisoners of war, took care of all the necessary services, which included billeting, messing, post and academic supply, transportation, Special Services, dispensary and hospital, chaplains, public relations, French liaison, etc. The success and the efficiency of the whole institution are due in large part to General McCroskey, who, wisely discerning what was military and what was educational, created and pursued a policy which made him admired by students and professors alike.

The instructing faculty of 275 men consisted of 150 civilians and 125 military personnel. The latter included both officers and enlisted men; all had had experience in college teaching. The Academic Head, Colonel E. C. Thompson, and the Academic Advisor to the Commandant, Dean John Dale Russell, Dean of the Social Sciences and Professor of Education at the University of Chicago, were together responsible for the academic program. Under their skillful direction, the faculty soon became a smoothly functioning unit. The remarkably high calibre of this body made it a real pleasure as well as a professional stimulus to work with them. The civilians had been recruited from over 100 American colleges and universities, 43 of them were heads of departments, and 48 were full professors in their home institutions. Eleven of them were deans of colleges. Half of the faculty held Ph.D. degrees. They were chosen primarily for their skill as classroom teachers, however, rather than for their reputation for research. All of the men who had been directly recruited from teaching in the (*Continued on page 18*)

E6704

The Increase of Student Interest In Psychology

By FRANK E. HOWARD, *Professor of Psychology and Education*

DURING THE SUMMER of 1945, a group of Middlebury students in a course dealing with the psychology of personnel was taken through a plant of one of the large aircraft corporations. The trip was conducted by the director of labor relations. After an inspection of the typical areas of production, he invited the group to a conference room and gave them an informal talk which was followed by a question period. When asked about preparation for work like his own, his reply included a statement that in college his own major subjects were psychology and philosophy and that, in the light of his experience in industry, he felt that he could have made no better choice. In a later class discussion, this remark drew considerable comment and almost unanimous approval, with the observation that most of the problems of industry have psychological angles.

In the same course, but during a different semester, a considerable proportion of the members had had work experience in some fairly large business or industry. These were asked to evaluate the labor relations and personnel policies of these firms and present their observations in a term paper. A summary of the criticisms, commendations, and suggestions presented in these papers clearly showed a thoughtful awareness of the need of more psychology in the solution of labor problems.

In another course in applied psychology given on a seminar plan for seniors, the group was asked to propose some problems for special study. The two problems receiving endorsement of all the members were: the rehabilitation of returning veterans and the postwar treatment of Germany. The class proposed spending the entire semester in the study of these problems.

The reactions of these quite typical undergraduate groups are cited as indicating a concrete answer to the question implied in the title of this article. College students of today are feeling the urgency of present tasks, not only their own personal and vocational adjustments, but in the wider areas of community, national, and world affairs. Of course, this awareness is registered not only in psychology but in the entire social science group. It is not the purpose of this article to put psychology in an exalted place among the mental disciplines, but to give an explanation of the increasing interest in that richly rewarding study of human nature.

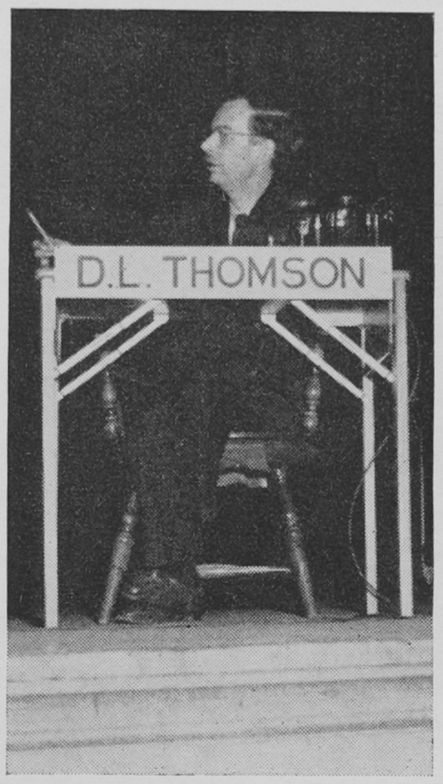
The experience of a man of affairs, who turned to the academic world in his search for enlightenment in urgent economic and political problems, may afford some explanation of the increasing interest in areas essentially psychological in character. In September, 1938, nine newspaper men, fresh from the city rooms and editorial offices of their respective papers, came to Harvard as the Nieman Fellows, financed by the bequest of the late Mrs. Nieman, widow of the former publisher of the Milwaukee Journal. These men were picked, by their newspapers, for testing how useful the world of scholarship could be to men of intensely practical interests. At least one of these men has written a lucid and critical account of his experiences as a member of the group.* Mr. Hopkins describes them as "*a thoughtful group whose center of interest lay in making democracy work through an effective solution of public problems. Our point of view was that of the outside world. Our minds were teeming with questions to which we wanted answers.*"

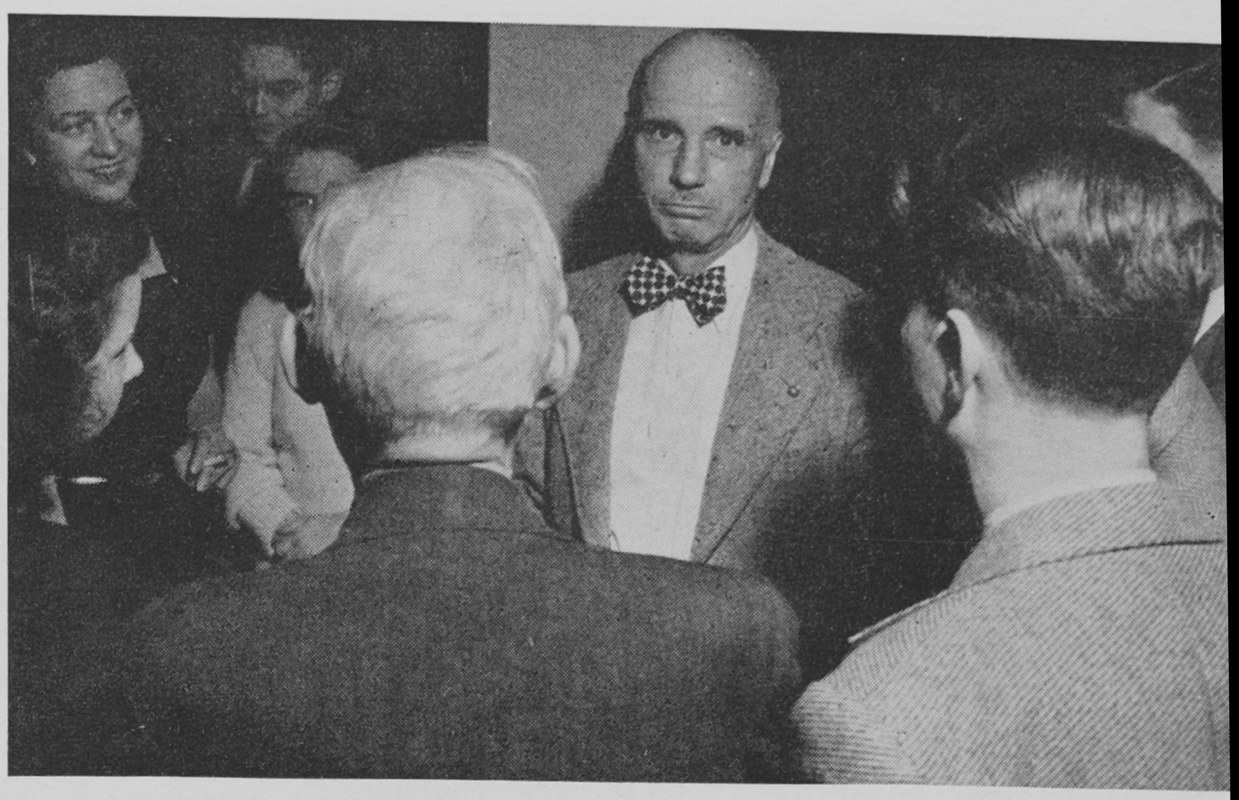
Each man was free to attend any lectures or seminars which he thought might be helpful and ramble over the curriculum at will, sampling courses that seemed worth while. In his own samplings and siftings, Mr. Hopkins gives due credit to all the departments from which he received any substantial help, but he concludes his estimates by acknowledging that it "*was from sociology, a discipline against which I harbored particular prejudices, that gave me the most fruitful lessons of the year.*" Although he found these in the nominal field of sociology, it was the application of basic psychological principles that came into the focus of his interests, as is shown by the following acknowledgment: "*Under the guidance of two able young sociologists, I began to feel for the first time the inner importance of all sorts of human activities and relationships in my familiar world. Here was a study that opened up the whole question of why human beings feel and act as they do.*"

In his explanation of how this new lead had direct application to his own special problems, Mr. Hopkins shows through his terminology that his discovery was in the realities of human nature. His mature mind, rich back- (*Continued on page* 19)

*Quest for Wisdom—Frank Snowden Hopkins, Harpers Magazine, Feb. 1940.

1705





TERRILL

The Fourth Annual Cultural Conference—March 30, 31

During the course of the 1946 Cultural Conference entitled, "The Balance Sheet of Victory," a two-day discussion of postwar problems was held, with visiting speakers, students, and faculty members expressing their confidence in a prosperous future for the United States, *if the many domestic and international problems confronting the nation are handled intelligently and without the influence of selfish interests.* Top, left to right: audience listens intently to a point being brought out on "Atomic Power" by Dr. D. L. Thomson, bio-chemist and Dean of the Faculty of Graduate Studies and Research at McGill University; Rockwell Kent, artist, listens to a question. Center, left to right: Dean Dixon, negro protégé of Mrs. Eleanor Roosevelt and conductor of the National Youth Orchestra; Muriel Rukeyser, poet; and Professor Theodore Spencer, Harvard. Bottom, left to right: Jane Laux, student chairman of the committee in charge of arrangements for the Conference; Gordon Ladd, Vermont Price Executive, Office of Price Administration; Senator Warren R. Austin; Dr. E. H. Chamberlin, Harvard, and Miss Barbara L. Grigg, a student.

1706

Lappland--North Of Vermont

By MARY BARCLAY, '44

THE AMERICAN FRIENDS SERVICE COMMITTEE started its child-feeding program and clothing distribution in Finnish Lappland during the latter part of December, 1945. Douglas V. Steere, Professor of Philosophy at Haverford College, Haverford, Pennsylvania, had visited Finland twice during the summer and fall of 1945 and recommended that the Quaker work be concentrated in the north, where the need seemed to be the greatest. Part of this area was ravaged in the Winter War of 1939, but the largest amount of destruction took place during the German retreat in the fall of 1944, after Finland had signed a pact with Russia. From Rovaniemi, on the Arctic Circle, north to the border, the Germans had followed a "scorched earth" policy. Many of the homes, barns, bridges, and even telephone poles were completely destroyed. The people who were evacuated to Sweden and south Finland started returning in the spring of 1945 with everything they had been able to save, carrying their belongings on their backs or in horse carts.

The work of the American Friends Service Committee is financed primarily by Finnish-American groups in the United States and this Committee acts as a distributing agent for gifts of clothing and other necessities of life. The American Friends Service Committee, which is the service organization of the Society of Friends in the United States, was started in 1917 as an outlet for constructive work by men who were conscientious objectors during the First World War. From reconstruction work in Europe and service on the battlefields, the Committee enlarged the scope of its work to include aid to the needy in the United States. The spirit of the Committee's work is the concept of the Fatherhood of God and the Brotherhood of man, and the personnel in their projects includes people of all nationalities, races, and creeds.

Clutching in one hand a shiny new passport and, in the other, an equally untarnished Master's Degree in Reconstruction and Relief, the author set sail for Finland on November 25, 1945. Two Americans, Thomas B. Harvey, a Philadelphia leather manufacturer, and J. William Frederickson, Professor of Economics at North Park College, Chicago, Illinois, had sailed several weeks prior to our departure for Rovaniemi, Finland, to supervise the erecting of barracks which were to serve as the living quarters for our group. After a rough trip of three weeks aboard a small Swedish freighter, we finally landed at Göteborg, Sweden, on December 18th, and were met by James Andrews, Jr., a former Philadelphia lawyer assigned to Stockholm as food purchaser and expeditor for the Finnish program. The passing of the next three days saw us through the customs, and at Haparanda, on the Finnish border, where we were met by Mr. Harvey and Mr. Frederickson who had journeyed from Rovaniemi for the dual purpose of picking up two new trucks and driving us to our new Lappland home.

Snow-covered roads, dark already at three o'clock in the afternoon, and fringed with an unbroken border of trees, were our first introductions to Finland. As we motored toward our destination, we passed large (*Continued on page 20*)

Transporting Food Supplies

Cooking in the Ruins

Food for School Children

1707

What to do with the "Reading-Writing" People?

By RAYMOND F. BOSWORTH, '29, *Professor of English, Director of the School of English, Simmons College*

JOHN SIMMONS left his fortune to found a college for women. But there were strings attached. According to the terms of his will it was to be a new kind of college, a college in which young women could learn "... branches of art, science, and industry best calculated to acquire an independent livelihood." Simmons College, thus founded, was committed to the education of young women not only for the good life but also to make a living.

Students in the Form, Style, and Usage Class discuss a point with Professor Bosworth

When in 1900 Simmons College was founded, a few fields for the employment of women were already defined: librarianship, home economics, secretarial and business employment, retail selling, social work, and nursing. So, to train young women for responsible positions in these fields there were established within the college the School of Library Science, the School of Home Economics, the School of Business, the Prince School of Retailing, the School of Social Work, and the School of Nursing. These schools prospered, and they satisfied the interests and needs of most of the students. But not all. They didn't satisfy the needs of the girl whose chief interest seemed to be in reading and writing, the bookish girl, if you will. What lay ahead after graduation for her? Simmons had no better answer than the one which the liberal-arts colleges still give: "Let her teach." Fortunately for the welfare of the nation, for many girls that is the proper and adequate answer. But, again, not for all. On the campus of any women's college there are girls whose interests are literary, whose after-class time is likely to be spent in writing for the college paper or magazine, who would like to continue these interests after graduation—but who don't want to teach.

During the depths of the last depression Simmons found that it was getting more of these girls than ever before, girls who in ordinary times would have gone to a liberal-arts college with little thought of employment after graduation. But during hard times people are likely to attach a price tag to everything, including education; and more and more girls began to think of a specific training for employment as an anchor to windward. So the problem of what to do with the "reading-writing" girl at Simmons became more acute. Unless these girls were to be forced into what to them would be uncongenial employment, and unless their very real talents and abilities were to be wasted, something new in the way of technical training would have to be devised for them. So in 1935 there began at Simmons the experiment in education called the School of English.

The founder of the School and its first director was Dr. Robert M. Gay, whom many Middlebury people will remember as the first director of the Bread Loaf Writers' Conference and as the successor to Prof. Wilfred Davison as director of the Bread Loaf School of English. Dr. Gay was a "reading-writing" man, and although himself a great teacher, he was completely sympathetic with the girls who wanted to follow their "reading-writing" bent but who didn't want to teach. What is more, he thought he saw a solution to the dilemma: that there was a fruitful field for the employment of young women in "the literary trades." He thought that if a girl could be given a good general education plus some specific training in the allied fields of writing, editing, and publishing, she could be made immediately employable after graduation. It would be an experiment, but as a result of his own experiences (*Continued on Page 21*)

1708

Alumni Dinners

POSTWAR Alumni dinners being held this year for the first time since 1943 are being enthusiastically participated in by Middlebury Alumni and Alumnae in the various districts of the country. Already the Boston, Rochester, Buffalo, Chicago, Cleveland, Albany, and Hartford dinners have been great successes, and all indications point to the same success for the remaining dinner scheduled to be held at New York City, April 26. Plans are being made for Vermont Alumni to hold their reunion dinner during Commencement weekend, June 14–17, instead of April 13, as previously planned. The Washington dinner has been cancelled due to the daily movement of Middlebury Alumni from wartime positions or service posts in the Capitol back to their respective home towns.

President Stratton, left, discusses future college plans with Miss Edith Tallmadge, '21, Edwin J. Klock, '23, and Leon Adkins, '19, at the Albany dinner.

President Samuel S. Stratton, speaking at the various dinners held to date, urged Alumni to aid in the campaign to raise funds for a new field house, a memorial to the college's 56 Alumni killed in World War II. The campaign is scheduled to open soon.

He also said, "the fundamental problem facing the world today is man's relationship to man and his government. Given this basic problem, educators are concerned to find out what should be the objectives of our colleges in the training of youth.

"This appears to be a simple enough question, yet it sometimes seems as if there are as many answers to it as there are college presidents, professional societies, and individual parents of college students. On the one hand, we are told that our students must, first of all, be trained to make a living. On the other hand, they must be educated for living the good life. Again, it is asserted that we face a dearth of technicians and scientists and that our youths in the Army and Navy have shown appalling deficiencies in technical knowledge and skills. Hence, we must give greater emphasis to teaching the sciences.

"Still other advisers say that the objectives of the colleges should be to prepare students for citizenship, and suggest courses in American history, in municipal, state, and federal government, in marriage relations and the family. Recently there has come to my attention a suggestion that tomorrow's world, with government guarantee of full employment and strict regulation of wages and investment, makes it (*Continued on Page 22*)

The Buffalo Dinner

1709

Alumni News and Notes

Candidates for office in the Associated Alumni for 1946 are:

NATIONAL PRESIDENT
JOHN A. ARNOLD, '13, Chicago, Illinois
ADOLPHUS C. PILGER, '05, Batavia, New York

BUFFALO DISTRICT PRESIDENT
W. RANSOM RICE, '26, Lewiston, New York
LEIGHTON T. WADE, '22, Olean, New York

CHICAGO DISTRICT PRESIDENT
GUY F. PAGE, '30, Highland Park, Illinois
WILMARTH A. SHERMAN, '24, Chicago, Illinois

WASHINGTON, (D. C.), DISTRICT PRESIDENT
No candidates nominated as of April 1, 1946

ALUMNI TRUSTEE REPRESENTING REGION I
DAVID J. BREEN, '20, Windsor, Vermont
WILLIAM H. EDMUNDS, '17, Burlington, Vermont
WILLIAM M. MEACHAM, '21, Boston, Massachusetts

1890

DEATHS: **Harriette E. Bolton** on January 16, 1946.

1891

DEATHS: **Rev. Harry W. Johnson** on January 10, 1945 in Willsboro, N. J.

1895

DEATHS: **Ida Breckenridge Ellwood** (Mrs. Charles A.) at Asheville, N. C.

1896

DEATHS: **Daniel P. Taylor.**

1904

ADDRESSES: **Elna Coates Blake** (Mrs. Charles A.), 58 Pine Street, Stoneham 80, Mass.

1905

MARRIAGES: **Lillian M. Neff** to Robert B. Pidcock on November 30, 1945.

1906

ADDRESSES: **Irene Henry Payne** (Mrs. H. B.), 2826 Sycamore Avenue, Verdugo City, California.

1907

ADDRESSES: **Marguerite Harwood Elder** (Mrs. W. W.), Gladstone Ridge Farm, Gladston, New Jersey.

1908

ADDRESSES: **Mr. and Mrs. Dugald Stewart** (**Ruth Norton '15**), 17 Hillside Ave., Newark 8, New Jersey.

1909

ADDRESSES: **Caroline Clark Noyes** (Mrs. Jonathan A.), 3326 Shore Crest Drive, Dallas 9, Texas.

1911

DEATHS: **William Richmond** on February 5, 1945 in Watervliet, N. Y.
ADDRESSES: **May Delavan Easland** (Mrs. Robert P.), 173 Main Street, Rocky Hill, Conn.

1913

Franklin G. Williams opened the Atlantic Air Academy in September 1945. It is a college preparatory school offering military training and aeronautics at Rye Beach, New Hampshire. He is Headmaster and Founder.

1914

Alice M. Easton has joined the staff of H. A. Johnson Co., as a Food Consultant in the Institutional Department.

1915

ADDRESSES: **Dr. Robert P. Marsh,** Denton, Maryland; **Laura Mead,** 901 A. Jersey, Bellingham, Washington.

1920

ADDRESSES: **Ruth Scott Chambers** (Mrs. Robt. B.), P.O. 3201, West Palm Beach, Florida.

1921

DEATHS: **Ruth L. Adams,** on January 17, 1946 in Passaic, N. J.

1922

MARRIAGES: **H. Elliot Lane** to Mrs. Emily Heightman at Atlanta, Georgia on March 6.
BIRTHS: A son, Robert Barney, to Mr. and Mrs. **Barney F. Potratz** on March 13, 1946.
ADDRESSES: **Karen Carlson,** Escondido, California; **Annie Baldwin Potter,** (Mrs. Ralph F.), 59 Greenwood Ave., Greenwood, Mass.; **Madeleine I. Gaylor,** Country Club, Farmington, Conn.; **Ruth Moulton Love** (Mrs. Edward P.), 11 Meeting Street, Pawtucket, R. I.

1924

ADDRESSES: **Helen La Force Lewis** (Mrs. Lester C.), 66 Arlington St., Brockton, Mass.

1925

ADDRESSES: **Cecile M. Burnes,** 803 Elmwood Ave., Niagara Falls, N. Y.

Eleanor M. Sprague completed her military service as a Captain in the Army Nurse Corps and is attending Teachers College at Columbia. Her temporary address is: 503 West 121st Street, New York 27, New York.

1926

ADDRESSES: **Mildred Goss,** Barnet, Vermont; **Vera Tower,** 2 Brook St., Oneonta, N. Y.; **Doris E. Houston,** 145 McKinley Ave., New Haven, Conn.

George B. Todd was elected president and treasurer of the Hooten Chocolate Company on January 15 at Newark, New Jersey.

1927

ADDRESSES: **Mr. and Mrs. Foster Clement** (**Louise Covey**), Box 1087, Chappaqua, New York.

Mabel Dawson is Director of Christian Education for the Council of Churches and Christian Education of Maryland-Delaware, Inc.; Address: 9 East Franklin St., Baltimore 2, Maryland.

1928

BIRTHS: A daughter, Susan Dana, to Mr. and Mrs. **Ferdinand Morris Holmes, Jr.** on December 25, 1945.
ADDRESSES: **Richard G. Gould,** Winchester House, Scarsdale, New York; **Mary Moody,** Michigan Youth Guidance Committee, 390 North Grand, Lansing, Michigan; **Marguerite Kent Fitzpatrick** (Mrs. R. J.), 50 Fuller Road, Albany, New York.

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1929

ADDRESSES: **Elizabeth P. Goodrich,** 27 East Main Street, Huntington, L. I., N. Y.; **Ruth Louise Howard Sayers** (Mrs. Lewis W., Jr.), 777 East Street, Walpole, Mass.; **Doris Collins Wedemann** (Mrs. Erwin), 411 Godwin Ave., Ridgewood, N. J.; **David F. Howe,** 5918 North Bay Ridge Ave., Milwaukee 11, Wisc.; **Bradley W. Eno,** Massachusetts Dept. of Public Health, 541 State House, Boston, Mass.

1930

ADDRESSES: **C. Lloyd Mann,** Hurleyville, New York; **Miriam Turner Larson** (Mrs. Bernard), 19816 Woodward Ave., Detroit 3, Michigan.

Elizabeth C. Norman is secretary to the president of Adelphi College, Garden City, New York; address: 137 West 60 St., c/o Kinney, New York, N. Y.

1931

MARRIAGES: **E. Frances Everett** to John Leon Hanchett on December 22, 1945 in Danvers, Mass.

ADDRESSES: **Theodore Huntington,** 37-46 84th St., Jackson Heights, N. Y.; **Irene E. Tarbell,** 1267 Plaza, Schenectady 8, N. Y.; **Ethel Rogers Howe,** (Mrs. Harry B.), 37-37 88th St., Jackson Heights, N. Y.; **Edna Cottle Myers** (Mrs. Verne S.), 5759 Case Ave., North Hollywood, Calif.; **Mary Evans Thornhill** (Mrs. Fred), Continental Carbon Co., Sunray, Texas; **Miriam Hasseltine Heaton** (Mrs. Wm. S.), 14 Baldwin St., Montpelier, Vt.; **Elizabeth Moyle Champeau** (Mrs. C. Henri), 173 Veterans Pl., Ithaca, N. Y.; **Audria Gardner Cady** (Mrs. James), 1718 Placer St., Redding, Calif.; **Mary F. Bump,** 3875 Waldo Ave., Fieldston Sta., N. Y., N. Y.; **Dorothy Howard Aldrich** (Mrs. Henry S.), 73 Broderick St., Albany 5, N. Y.

1932

ADDRESSES: **Lucy Dike White** (Mrs. Howard), Patterson, N. Y.; **Ruth Adams,** Box 191, Derby Line, Vermont; **Dr. William R. Leggett,** Boston Post Road, Westport, Conn.; **George H. Chase,** 90 Bay State Rd., Boston, Mass.; **Mr. and Mrs. Russell I. Raynor (Helen Dundas '31),** 133 Willow Street, Wollaston, Mass.

1933

DEATHS: **Marguerite C. Foster Morton** (Mrs. John B.), May 1, 1945.

ADDRESSES: **Gladys Mountford Smyser,** 230 Clayton Ave., Waynesboro, Penna.; **Joan Rowland Glassburn** (Mrs. E. M.), 5902 Bunker Hill St., Pittsburgh, Penna.; **Grace B. Covey,** 1520 Van Buren St., Wilmington 12, Delaware; **Rev. George B. Owen,** 20 South St., Bellows Falls, Vermont; **Allyn B. White,** 68 Hammond Street, Rochester 13, N. Y.; **Mr. and Mrs. Donald B. Mac Lean (Helen Remick '34),** Ashburnham, Mass.

Mrs. Zavart Markarian French, 167 Watchung Avenue, Montclair, New Jersey, is Home Office Supervisor of the Infant and Children's Department of the Lerner Shops in New York City.

1934

ADDRESSES: **Elizabeth Griffith Hinman** (Mrs. Marshall), Danby, Vt.

Curtiss B. Hickcox, M. D., is professor and head of the Department of Anesthiology at the Temple University Medical School and Hospital; address: 6316 Germantown Ave., Philadelphia 44, Penna.

1935

BIRTHS: A son, James Michael, to Mr. and Mrs. James R. McManus (**Anne Stark**) on November 23, 1944; address: 45 Broad St., Hamilton, N. Y.

ADDRESSES: **Sallie Flint Von Kann** (Mrs. Clifton), 1101 Beverly Drive, Parkfairfax, Alexandria, Virginia; **Helen Stetson Gage** (Mrs. Ralph V.), 65 Bellevue Ave., Winthrop, Mass.; **Elizabeth Higgins Merrill** (Mrs. Douglas K.), 9 Hill Ave., Southbridge, Mass.; **Faith Arnold Diver** (Mrs. Howard M.), 28 Stratton Ave., Middletown, N. Y.

W. Wyman Smith has returned from the service to his law practice in Minneapolis; address: 1827 - 41st Ave., N. E., Minneapolis, Minn. **Wesley A. Turner** is sales engineer for C. K. Jones, Inc., Springfield, Mass.; address: 145 Hampden Rd., East Longmeadow, Mass.

1936

BIRTHS: A son, Michael William, to Lt. Comdr. and Mrs. **William Harvey Finigan,** on December 3, 1945.

ADDRESSES: **John H. Martin,** 251 Viejo, Laguna Beach, Calif.; **Eleanore Cobb Lee** (Mrs. Armistead), American Consulate General, c/o Melbourne, Australia Pouch, Mail Room, Dept. of State, Washington, D. C.; **Virginia Rich Woodman (Mrs. Charles H., Jr.),** 307 Rockwell Terr., Frederick, Maryland; **Alice Dewey Jupp** (Mrs. R. Jackson), 13620 Fonner, Detroit 27, Michigan; **Dorothy Symonds Spendlove** (Mrs. Albert), 830 Grove St., Worcester, Mass.; **Josephine Anderson Michaud** (Mrs.), 180 Woodward Ave., Kenmore 17, N. Y.; **Annette J. Chapman,** 51 Brattle St., Cambridge, Mass.; **Elizabeth Laws Westin (Mrs. Donald),** 100 Morningside Dr., New York, N. Y.

E. Norman Bailey is program director at radio station CKSF; address: 117 E. Third St., Cornwall, Ontario;

Robert A. Kelley is now sales manager of WHEB, Portsmouth, New Hampshire, and WKXL, Concord, N. H. Address: 109 Summit St., Burlington, Vt.

1937

ENGAGEMENTS: **William Howard Nolan** to Kathrine W. Nicol of New York City.

ADDRESSES: **Mary Taylor Stocker** (Mrs. Robert H.), 824 Washington St., Abington, Mass.; **Edna Maskell French** (Mrs. G. Malcolm, Jr.) 430 Main St., Manhattan, Kansas; **Ramona Ford Emery** (Mrs. Oscar H.) Box 207, Bar Harbor, Maine; **Muriel Jones Nelson** (Mrs. Robert), 28 Highland Street, Orange, Mass.; **Marjorie Allen Saunders** (Mrs. William L.), Apt. 11, 2427 Hilgard, Berkeley, Calif.; **Doris K. Cutting,** 43 Hillside Terrace, Belmont, Mass.; **Katherine Stackel Leonard** (Mrs. Robert W.), Green Mountain Junior College, Poultney, Vermont; **Frances Brainerd Parrish** (Mrs. Saunders), 1320 Madaline Avenue, El Paso, Texas; **Maxine M. Joslyn,** Chappaqua, New York; **Catherine F. Branch,** 375 Farmington Ave., Hartford 5, Conn.

Frank P. Piskor has been appointed Dean of Men at Syracuse University.

Richard A. Lucas is teaching general science and biology at Mamaroneck High School, New York.

1938

BIRTHS: A son, Harry Fielding, to Mr. and Mrs. Dorian F. Reid (**Betty Sharley**) on May 11, 1945; address: 6 Frye St., Lewiston, Maine; a son, William Martin, to **Mr. and Mrs. Norman R. Stearns (Dorothy Simonds),** on August 20, 1944; address: 364 S. Winooski Ave., Burlington, Vt.

ADDRESSES: **Katherine Flint,** 1028 East Main St., Newport, Vt.; **Ruth Lewis Aho** (Mrs. Robert G.), 1010 West Green St., Urbana, Illinois; **Katherine Whittier Kennedy** (Mrs. J. Cullen), 6136 Yorkshire, Detroit 24, Michigan; **Eleanor Barnum Gardner** (Mrs. Frank S.), 24 Roberta Road, Pittsfield, Mass.; **Mr. and Mrs. Robert J. Boehm (Valeria Halligan),** 2700 Heath Ave., New York, N. Y.; **Mr. and Mrs. Raeburn B. Stiles (Carol Flascher),** 1922 Warrington Place, Shreveport 11, La.; **John H. Rowell,** 1194 Boulevard, W. Hartford 7, Conn.

Robert A. Rowe is studying for his Master's Degree at the Juilliard School of Music in New York City.

1939

ADDRESSES: **Frances Kellogg,** 228 Park Avenue, Merrick, L. I., N. Y.; **Claudia Bassett Kinraide** (Mrs. Thomas), Box 733, Hyannis, Mass.; **Elizabeth Letson,** 6 Brimmer St., Boston, Mass.

Mildred L. Washburn is librarian for Douglas Aircraft Co., in the Aerodynamics Section; address: 417 S. Freeman Avenue, Inglewood, California.

1940

BIRTHS: A son, George Loring, to Dr. and Mrs. Loring W. Pratt on January 19, 1946; address: 524 Trinity Place, Westfield, N. J.

ADDRESSES: **Page Grosenbaugh Rowe (Mrs. Robert A.),** 91 Crescent St., Rutland, Vt.; **Norma Skelton Blunt** (Mrs. Albert C. III), 77-15 135th St., Flushing, L. I., N. Y.; **Jean B. Brown,** 27 Basswood St., Newington, Conn.; **Mr. and Mrs. Gordon E. Emerson, Jr. (Margaret Jones),** 16 Royce Road, Allston 34, Mass.; **Edith Finlay Donahue** (Mrs. Harry A., Jr.), 4404 Ocheltree St., Olathe, Kansas; **Frances Cornwall Hutner** (Mrs. Simeon), 2661 Main St., Lawrenceville, N. J.; **Mary Dockstader,** 47 Pearl St., New Hartford, Conn.; **James C. Smith,** Camp Sangamon, Pittsford, Vt.; **Betsey White Douglas** (Mrs. Brandon T.), Orchard Street, Brattleboro, Vt.

Priscilla Belcher is now with the American Red Cross in England as a Recreational Hostess.

Elizabeth Smith is assistant technician to Dr. Goebel at the Rockefeller Institute at New York City; address: 447 East 65th Street, Apt. 5-D, New York 21, N. Y.

Stanley B. Saunders is now a Lt. j.g. in command of a mine sweeper in Philippine waters.

1941

MARRIAGES: **Lois D. Dale** to Ernest T. Stewart at Rochester, N. Y. on March 1, 1946.

BIRTHS: A daughter, Carole Leslie, to **Mr. and Mrs. Thomas H. Bennett (Edith Egbert '39)** on October 15, 1945; address: 249 Kimball Ave., Westfield, N. J.; a daughter, Cynthia Girard, to Mr. and Mrs. Edmund H. Brown, Jr. (**Constance Girard**), on November 30, 1945; address: 151 Prospect St., Middletown, N. Y.; a son, Daniel Emerson, to Lt. Robert J. Tesar, USNR, and Mrs. Tesar (**Mildred Potter**) on January 13, 1946; address: 42 Dunn Place, Dumont, N. J.

ADDRESSES: **Mr. and Mrs. William R. Markland (Bertha Waite '39),** 10 Pomeroy Terrace, Northampton, Mass.; **Richard L. Treat,** 34 Worthen Ave., Weymouth 88, Mass.; **Edith Grimm Gourlay** (Mrs. Thomas H.), Newton Ave., R. R. 1, Norwalk, Conn.; **Edith Ladd Evans** (Mrs. Thomas T.), 902 Ferndale Road, High Point, North Carolina; **Mr. and Mrs. Charles Bartlett (Doris Wolff),** 834 Sixth Avenue South, South St. Paul, Minnesota; **Margaret Shaub,** 71 Martin St., Cambridge, Mass.; **Elizabeth Stratton Hoagland** (Mrs. Mahlon), 117 Oak St., Reading, Mass.; **Mr. and Mrs. David T. Goodell (Mary Ruby),** 355 S. Union St., Burlington, Vt.; **Lt. Ralph W. Latham, Jr., DC,** 161 Linden Road, Mineola, N. Y.

Janice T. Eldredge is Business Secretary for the Army YMCA at Fort Munroe, Virginia.

Charles W. Jones graduated from U.V.M. Medical School in June 1945 and has been interning at Eastern Maine General Hospital. He expects to enter the Army Medical Corps April 1. Address: **Mr. and Mrs. Charles W. Jones (Ruth Packard),** c-o J. R. Packard, R.F.D., Monmouth, Maine.

1942

BIRTHS: A son, James Edward, to **Mr. and Mrs. Ira P. Townsend (Sara Martenis '41)** on February 25, 1946; address: Kimball Union Academy, Box 144, Meriden, N. H.

ADDRESS: **Helen Miller Schenck (Mrs. Roswell D.),** 11 Dewey Avenue, New Rochelle, N. Y.

Hope Barton is teaching Home Economics at East Hartford High School; address: 236 Grandview Terrace, Hartford, Conn.

Virginia Smith is a secretary at the Kimberly School, Montclair, N. J.

1943

ENGAGEMENTS: **Barbara K. White** to Winfield S. Smith of Germantown, Pa.; **Dorothy P. Hood** to Roger Engstrand.

MARRIAGES: **Marjorie Tomlinson Bird** to Harlie David Reynard of Erie, Pa. on February 16, 1946 in the Presbyterian Church, Swarthmore, Pa.; **Arthur Edmund Grosvenor** to Ethel Margaret Metherell on March 3, 1946 in Lowell, Mass.

BIRTHS: A daughter, Corinne Anne, to Mr. and Mrs. Phillippe Ouellette (**Denise Aubuchon**) on January 13, 1946; a son, Douglas Scott, to **Mr. and Mrs. M. Scott Eakeley (Lenore Wolff)** on March 2, 1946.

ADDRESSES: **Virginia L. Carpenter,** 48 Woodland Ave., East Orange, N. J.; **Carolyn P. Ohlander,** 18 Jefferson Road, Scarsdale, N. Y.; **Nancy Cowgill Thode** (Mrs. Edward W.), 435 West 119th St., Apt. 9C, New York 27, N. Y.; **Margaret Ferry Morris,** (Mrs. D. E., Jr.) 112 So. Munn Ave., East Orange, New Jersey; **Dorothy Stewart Stein** (Mrs. Benjamin C.), 250 Cool Spring St., Fayetteville, N. C.; **Albert W. Jefts,** 41 Division Street, Stamford, Conn.; **Roger Easton,** Apt. 3, 465 Oakwood, S. E., Washington, D. C.

Evelyn Young is teaching Home Economics at Hinesburg, Vermont High School; address: Starksboro, Vt.

Helen M. Bouck received the degree of Master of Nursing from Yale University School of Nursing on January 5, 1946.

Jean Foard is shipping clerk for the Norwich Pharmacal Co., New York City; address: Box 85 Green Farms, Conn.

1944

ENGAGEMENTS: **Elizabeth N. Thompson** to Harrison Weymouth, Jr. of Baltimore, Maryland; **John A. Heywood** to Margaret E. Wheeler of New Rochelle, New York; **Earl Hastings Upham, Jr.,** to Edna Victoria Balaniz of East Newark, N. J.

MARRIAGES: **Hedvig C. Hogg, '45** to **Alfred G. Boissevain** on February 21, 1946 in Boston, Mass.; **Leslie**

17 12

Anne Philbrick to S. Prall Culviner in San Francisco, California on February 23, 1946; **Abbie-Dora Ansel** to Lt. (j.g.) Carvel Hall Blair, USN, at Annapolis, Maryland on July 15, 1944.

BIRTHS: A son, Richard Joseph, to Mr. and Mrs. Joseph Mahfood (**Fiametta Donati**) on January 6, 1946.

DEATHS: **Alice Ruth Symonds** on February 18, 1946 in Passaic, N. J.; **Raymond H. Fox** on March 31 in St. Johnsbury, Vt.

ADDRESSES: **Doris Orth Pike** (Mrs. Otis G.), 213 Brown Hall, Princeton, N. J.; **Mr. and Mrs. Sanford P. Young** (**Georgia Childs**), 20 Hurley Ave., Plainfield, N. J.; **Ramona Redman Gorman** (Mrs. Wm. R.), 916 Cowper Drive, Raleigh, N. C.; **Barbara Slade Wyman** (Mrs. Robert A.), 2921 Warrington Road, Shaker Heights 20, Ohio; **Sarah M. Curtis,** 145 S. Fitzhugh St., Rochester 8, N. Y.; **Leslie Wilson Urquhart** (Mrs. Paul J.), Raritan Arsenal, Metuchen, N. J.; **Janet Pflug Robertson** (**Mrs. Allan E.**), Sargent house, 15 Court Street, Middlebury, Vermont; **Owen C. Bickford,** Norwich Univ., Northfield, Vermont; **Robert G. Crooks,** 101 Merriam Street, Lexington 73, Mass.

Leonore V. Jenkins is a lecturer in Spanish at McGill University; address: 825 Sherbrooke East, Apt. 15, Montreal, Quebec.

Jean Voss Fenn (Mrs. R. H.) received her Master's Degree from Yale and is now teaching French and Spanish at the Horace Greeley School, Chappaqua, New York.

Elizabeth B. Jones is a Medical Technician at Harvard Medical School; address: 52 Chestnut St., Boston 8, Mass.

Dumont Rush is a member of the staff at M.I.T. His work consists of research and development on a torpedo for the Navy. Address: Dept. of Mechanical Engineering, M.I.T., Cambridge, Mass. Mr. Rush was married to Cordelia DeVane of Easley, South Carolina, on September 16, 1945.

H. John de Podwin is now studying at Columbia University where he is doing graduate work in Economics.

1945

ENGAGEMENTS: **Phyllis Hopkins** to Charles Bunnell Terhune of Plainfield, N. J.; **Audrey Nunnemacher** to John Sugden of Salt Lake City, Utah; **Bettina I. Stringer** to Charles Bassi, Jr. of New Rochelle, N. Y.; **Robin D. Willits** to Lydia Stokes of Moorestown, N. J.

MARRIAGES: **Elaine King** to Dwayne Frederick Pullen in Cordell, Okla., on November 13, 1945; address: 824 South 21st St., Omaha 2, Nebraska.

ADDRESSES: **Mary Hatcher Hruby** (Mrs. Richard), 58 Ridge Ave., Mt. Holly, N. J.; **Joanne Higgins Wolfley** (**Mrs. Alan**), 3 Storrs Ave., Middlebury, Vt.; **William R. Johnson,** 79 Kenyon St., Hartford, Conn.

Martha Jeanne Conklin is being trained for the position of commercial representative in public relations at the New York Telephone Co.; address: 362 Riverside Drive, N. Y. 25, N. Y.

Barbara Walters began studies at the School of Applied Social Sciences of Western Reserve University in February.

Betty Allen is working in Westfield, N. J., as a Laboratory Technician; address: 506 Highland Ave., Westfield, N. J.

Nancy Richards is a Reservation Agent for American Airlines at LaGuardia Airport.

June A. Robinson is a mathematician with the Texas Company; address: 25 Maple St., Beacon, N. Y.

Nancy L. Rogers is affiliated with International Business Machines, Corporation, Hartford, Conn.

Ruth Strode is teaching English, is dramatics coach and adviser to the school paper at Central School, Hillsdale, N. Y.; address: Elmwood Inn, Hillsdale, N. Y.

Jane Irby Teague is assistant secretary to Vice-President in charge of Personnel for Vick Chemical Company, New York City.

Anita C. Tegu is teaching English and Ancient History at St. Johnsbury Academy, St. Johnsbury, Vt.

Jane Andrew is assistant publicity director of Cleveland College.

Lois R. Bixby is with Guaranty Trust Company, New York City, in the Corporate Trust Division.

Barbara J. Drury is head of College Annual Department of the Worcester Engraving Company, Worcester, Mass.

Mary E. Duggan is teaching Latin and Spanish at Burr and Burton Seminary, Manchester, Vermont.

Elizabeth A. Evans is supervising statistical research in meteorology at Massachusetts Institute of Technology.

Louise Goddard is a Laboratory Technician at the American Cyanimid Company in Stamford, Connecticut.

Ruth V. Hanson is an aptitude testing trainee for the Johnson O'Connor Foundation (Human Engineering Laboratory) in Boston, Mass.

Margery Johnston is assistant to the Advertising Manager of Macmillan Publishing Company in New York City.

Janet Townsend Kinsey (**Mrs. Richard S.**) is a bank clerk in the Foreign Credit Department of Irving Trust Company, New York City.

Eleanor R. Burt is an educational script writer at radio station WBZ in Boston; address: Musical Guidance Hall, 1774 Beacon St., Brookline, Mass.

The Boston Alumnae Association held a reorganization meeting, March 7th, at the Y.W.C.A., Boston. President Alice Littlefield Grose, '23, presided. Plans were discussed for an annual meeting to be held sometime in early May. Helen Brewer, '39, Marjorie Burditt, '40, and Betty Letson, '39, were hostesses. Number present—25.

A regular meeting of the Middlebury College Alumnae Association of Worcester County was held Wed., April 10th, at 8 P.M. in the home of Mrs. Harry R. McIntosh, '24, 122 Flag St., Worcester. Book reviews were given by Mrs. J. Pierson Burham.

The New York Alumnae Association held a Marion L. Young Scholarship Bridge, March 22nd, at the Engineering Club for Women, Fifth Ave., N.Y.C. President Mrs. E. Dwight Hatch, '28, was in charge.

Members of the Hartford Alumnae Association held a Middlebury Tea, Saturday, April 13th. Miss Alice Cooke, Director of Admissions for the Women's College was present. Mrs. L. Q. Stewart, '27, presided.

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SUBJECTS AND PREDICATES

(*Continued from page 2*)

Gignac, nursing that bad knee but uncomplaining, got in two jumps of 179 and 188 feet, truly remarkable under the circumstances. He finished in 10th place and was wholehearted in his congratulations to the co-champions who succeeded him. The stocky youngster who grew up around Lebanon, N. H., but whose folks, Mr. and Mrs. Clovis J. Gignac, were living at that time in Central Falls, R. I., was that kind of a competitor.

He went on from there to win further ski laurels as a Middlebury athlete. He won a major college meet at Lake Placid and was one of the East's standout all-around skiers when the war came along.

The tow-headed kid with the engaging grin moved right in. He had been a sky rider and he wanted to remain one. He got into the air force and became a hot pilot. He fought brilliantly in the South Pacific and then he was transferred to the European Theatre, where he got in 90 combat missions over enemy territory.

He rose in rank to become a major and then in June 1944 he was reported as "Missing in action over France" and now he is "presumed dead" a much too trite little phrase and yet how else can you say it? We don't know just how it all happened but with a competitor like Eddie Gignac we somehow know how it must have been.

The citations that accompanied seven posthumous awards made to the late Major Edward J. Gignac and which were received by his father, Clovis J. Gignac of Central Falls, R. I., recently, tell the story of how a great little skiing champion became an All-American fighter.

"The Silver Star awarded to the then Second Lieutenant Edward J. Gignac. The Distinguished Flying Cross with One Oak Leaf Cluster, representing an additional award of the Distinguished Flying Cross, and Air Medal with Three Oak Leaf Clusters, representing three additional awards of the Air Medal."

SILVER STAR: "For gallantry in action over New Guinea on June 18, 1942. This officer was flying a P-39 type aircraft as part of a flight of three which intercepted nine enemy bombers and eight enemy fighter planes. The enemy fighters were at considerable height above the bombers, and when our planes attacked the bombers they were met by a diving head-on attack by the Zeros. Lt. Gignac selected one of the bombers and continued to press the attack in spite of the fact that a number of Zeros were firing bursts into his plane. After the first pass he channelled in front of the bombers and, although engaged by several Zeros and slightly wounded, he managed to damage one other bomber. After the encounter Lt. Gignac succeeded in flying his crippled plane back to the home base and landed it safely. His persistence and fearlessness are highly commendable and are in keeping with the best fighting traditions of the United States Air Corps."

DISTINGUISHED FLYING CROSS (*and One Oak Leaf Cluster*): "For extraordinary achievement in accomplishing ninety (90) fighter combat missions, or the equivalent thereof, over enemy occupied Continental Europe, and the destruction of one enemy airplane in aerial combat. The skillful and zealous manner in which Captain Gignac has sought out the enemy and destroyed him, his devotion to duty and courage under all conditions serve as an inspiration to his fellow flyers. His actions on all these occasions reflect the highest credit upon himself and the Armed Forces of the United States."

AIR MEDAL (*and Three Oak Leaf Clusters*): "For meritorious service in aerial flight in the completion of forty (40) operational sorties over enemy occupied Continental Europe."

THE RADAR WAR

(*Continued from page 5*)

missions were flown by our "Ferret."

Perhaps you wonder what we would use our search information for after it was obtained. Radar, you know, has some of the characteristics of light, in that objects in the path of its beam cast shadows, and enemies in these shadows cannot readily be *seen*. If you knew the location of the radar and the topography of the surrounding terrain, perhaps a mission could be planned to come in through one of these "shaded" or "blind spots." In this way, planes often could come over the target before the enemy was alerted. In addition, decoys could be sent out to make the enemy think the raid was headed toward one spot when actually it was directed to another. This technique paid big dividends in the Normandy invasion and the invasion at Leyte Gulf.

Assuming now you know where the radars are located and it isn't practical to evade them, what then? You might jam them, that is, tune a transmitter to the same spot on the band and send a lot of noise to be picked up in the radar receiver. Did you ever drive down a highway at night and have some motorist come from the other direction with his headlights on the high beam? If you have undergone this experience, then you know how a radar operator feels when his radar is jammed. This may, however, be a boomerang to the outfit doing the jamming, unless it is known whether the radar is being used for early warning of approaching enemies or whether it is being used to aid in the directing of guns or searchlights. In the first instance, if you turn on a jamming transmitter (your glaring headlights), it may simply alert the enemy earlier than he would be otherwise. Even though the ranging part of his radar may be ineffective as a result, he can still use the radar as a direction finder to determine the direction from which you are approaching.

It is essential to know the functions being performed by the enemy radar. Fortunately, this can be determined quite accurately by listening to and analyzing the radar signal. Radars send out pulses of radio frequency energy. When they are short and follow each other quickly, the chances are that the radar is being used for gunlaying (aiming and fuse setting) or searchlight control, as these functions are performed at relatively short distances. If the pulses are longer and less frequent, the chances are that the radar is being used for early warning. How do we know this? Did you ever clap your hands or yell in a canyon and listen to the echo? A clap is a short pulse of sound; a yell, a longer pulse of sound. If you wished to measure a short distance accurately, you could do so by clapping and measuring the time elapsing between each clap and the return of its echo. The time necessary for the sound to go out and be reflected is proportional to the distance it travels. You would not yell, because a yell would probably last so long that the first part of it would return as an echo before you had finished.

If, however, you want to determine simply the existence of an echo and therefore a reflector (early warning), you

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will want to send your sound pulse a long way and a yell will do the trick. It is probably more powerful and it isn't essential that it be short. To confirm your measurement, you would not send one pulse after another as soon, however, as in measuring a short distance, because each echo should return before another pulse starts. For this reason, early warning radars usually have low pulse repetition frequencies, and when you listen to them in a radar receiver there is a lower-pitched tone than that from a gunlaying or searchlight control radar.

The Radar pulses, of course, are measured in millionths of a second, because radio waves travel with the speed of light, while sound pulses would be measured in tenths of a second, because sound travels only a few hundred feet a second, but the principle is the same. In our ferret-planes, therefore, we carried pulse analyzing equipment capable of measuring radar pulse lengths as short as one millionth of a second and all pulse repetition frequencies within the range of one's hearing.

RCM never attained the stature in the Pacific that it did in Europe. Most of the Japanese radar was not nearly as efficient as that of the Germans. Near the end of the war, however, Navy and Army operations did determine that the Japanese were developing radar similar in design to our most modern models. By that time, however, we were closing in and they never had much of a chance to use it. It is true the enemy called the shots, but we had the advantage in anticipating, as a result of our own radar development, what he was likely to do and were usually prepared for him with a radar countermeasure.

LIBERAL ARTS AT BIARRITZ-AMERICAN UNIVERSITY

(*Continued from page 7*)

United States were placed on a *technical civilian status* and were given all the rights and privileges of Army officers equal to the rank of major or higher. We wore officers' uniforms but with no insignia of rank and enjoyed full officers' privileges. We were all over 42 years old, therefore exempt from suspicion of draft-dodging. During the early days of the project, we were quite a mystery to the military in France—our officer's uniform without its insignia, our military privileges with the civilian patch and, particularly in my case, my naval aviator's wings from the last war on an Army uniform, seemed to have no logical explanation. Finally, just before the close of the program, we were given another shoulder patch, reading: "Army University Faculty."

The instructional organization of the University was divided into sections, as follows: Agriculture, Commerce, Education, Engineering, Fine Arts, Journalism, Science, Liberal Arts. The major part of an American university was thus represented, with the notable exception of Law, Medicine, Dentistry, and Architecture. Each section was then subdivided into departments. For example, the Liberal Arts Section was divided into eight departments, as follows: English, Geography, History, Foreign Languages, Philosophy, Political Science, Psychology, and Sociology. Over 250 courses were offered in the total of 38 departments. One hundred and twenty-five courses were offered in the Liberal Arts section. Economics was located in the Commerce section; Drama, Public Speaking, and Debating went to the Fine Arts section after the first session.

It would have been entirely impossible for any civilian organization to accomplish the miracles which the Army supply organization performed in preparation for the opening of the University. Laboratories were built and piped with water, gas, steam, and electricity. Blackboards were made from plywood, painted, and put into place. Auditoriums were prepared, extra and reasonably adequate lighting was provided, thousands of chairs were secured, along with study tables, desks, benches, book shelves, typewriters, projection equipment, gramaphones, microscopes, biological specimens, pianos, band instruments, canvas and paint for artists, clay for modeling, to say nothing of live models. The most serious shortage was that of books. We were well-supplied with the ASTP and EM series of class textbooks which were stored in the Paris stockrooms. A good collection of reference books was eventually secured from the United States through the help of the Congressional Library. Apart from these two sources, however, our supply of books was severely limited. It turned out to be impossible to secure any more class texts from the United States nor from England. Many courses were taught almost entirely "from the cuff." It proved difficult, if not totally unsatisfactory, to teach a college course in philosophy, in psychology, or in Spanish when the students had no books to look at, to read, or to study from. Add to this the fact that many of the professors had entrusted their own personal library of books and notes to a locker trunk which was lost in shipment and did not arrive until sometime in December. At long last, we came to the philosophical conclusion that it was a good thing we were superior teachers, because a good teacher does not need a book.

August 20th arrived and so did 4,000 students. We had met the dead line, more or less to our satisfaction, and the first session of Biarritz-American University began. The students had been chosen according to a system of quotas distributed among the units and battalions throughout Europe. The great majority of them had finished high school, and a few had had one or two years in college. The average age of the students in the first session was 24; in the second session, the age average dropped to 22, as many of the high-point men had been sent home. Enrollment was entirely voluntary, and there were many more applicants than the quotas could accommodate. On his arrival, each student was assigned to an advisor and received carefully-prepared information on the opportunities open to him at the University. Each student elected three courses and his choice was entirely free. There were no required courses. Classes met 5 days a week, Saturdays and Sundays being free for recreation. The class load was thus 15 hours a week, similar to the usual college program and contrasting with the intensive courses conducted by the Army and Navy in this country. Regular attendance at classes was strictly required. There was no "cut" system. Certificates were given at the end of the session indicating the subject matter of each course and the final grade received. It is expected that these certificates will be honored for transfer to civilian institutions in this country, each course being evaluated at approximately three credits.

Since one of the reasons which led many of us civilian faculty members to associate ourselves with this program was the opportunity of working with the GI students and of becoming acquainted with their problems, it was a source of tremendous satisfaction to us to study their reaction to the program. Almost without exception, the students at Biarritz were earnest, purposeful, and intensely interested in getting

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the most out of their time there. It is, of course, true that they were a carefully chosen group and that they were much older than the usual college undergraduate in this country. Even more than we expected, however, they showed a maturity of attitude and a definiteness of purpose that were both gratifying and stimulating. At Biarritz, they were treated as students, there was a minimum of discipline, and they responded loyally to this treatment. They took courses only when they were interested in the subject matter. They were not at all concerned with credits, although 75% of them planned to continue their study in some higher institution. They asked questions in class, after class, on the beach, or on the sidewalks in the evening far more than the usual undergraduate. They attended lectures with surprising eagerness. Any man speaking at the University on a serious subject was sure of an audience. With a student body of this sort, it is not surprising that relations between them and the French civilian population were excellent. In this, we presented an outstanding exception to the general experience in France and one which received frequent comment in the French newspapers.

Those who feared four years ago that the war and its insistence on technical study had permanently crippled the liberal arts program in our colleges should find great encouragement in the elections of the students at B.A.U. They had a completely free choice of courses, no program of study was imposed, and liberal arts courses were neither discouraged nor required. The enrollment figures are very revealing. The liberal arts section was the largest of the eight sections in both terms. In the first term, out of a total of 12,001 course enrollments, liberal arts had 3,593 as compared with 3,177 in commerce, and 1,854 in the science division. In the second term, out of a total of 12,341 course enrollments, the liberal arts (with speech and theatre arts now transferred to the Fine Arts Section) numbered 3,730, as compared with commerce, 2,719, and science, 1,868. If we add the enrollments in Fine Arts and the Liberal Arts together, we note the impressive fact that almost half of the course enrollments in the University were in these two sections. Many students specializing in Commerce or Journalism elected one of the arts courses as a tool course for his second subject, as, for example, English, a foreign language, psychology, or history; and for his third course elected a hobby course, such as photography, water color, or orchestra. It was to be expected that the heaviest enrollment would be in the introductory courses, since most of the students were at the freshman and sophomore level. It is also to be noted that the trend toward the liberal arts was heavier in the second term, in keeping with the lower average age level of the students. It is dangerous, of course, to generalize on these figures, but the conclusion seems reasonable that these GI students returning to American colleges will voluntarily seek instruction in letters and in the arts, realizing that they are a fundamental basis both for general culture and for the professions.

Naturally, it was particularly pleasing to the author that the modern foreign languages were very popular. Acting also as head of this department, he had an excellent staff of 24 teachers and an enrollment of 1,300 students. This meant that one student in every three in the student body was taking some modern foreign language. Although the heavy registration in French might be explained by the location of the University, and the popularity of German by the fact that many of the students expected to return to the Army of Occupation in Germany for several months, he believes that the enthusiastic interest shown in all the foreign languages taught by the oral method, which we used with great success at Biarritz, augurs well for a resurgence of such studies in the colleges in the States.

At Biarritz, it was not a case of *all work and no play.* During August, September, and a part of October the students spent a considerable portion of their time swimming in the gorgeous warm surf or sun-bathing on the beautiful beach, fraternizing on occasion with the French demoiselles or, when necessary, ignoring them in order to complete an assignment in mathematics or business law. When it grew too cold to swim, the various departments or Special Services organized excursions by truck into the picturesque and mysterious Basque country. With a minimum of the academic, students were able to study geography and geology on the spot among the beautiful Pyrenees, or the history of France in the museums of Pau, Bordeaux, and Toulouse; or psychology, sociology, and philosophy at the shrine of Lourdes; or archaeology and anthropology in the pre-historic caves of Les Eyzies. Picturesquely beautiful villages of the remote Basque country were visited, where the culture and customs of the people are not at all French, and where the language spoken on the street has a mysterious origin still unsolved. Special Services organized tournaments of golf; there were plenty of dances, moving pictures, and unusually good concerts by guest artists. There were many visiting lecturers, and public discussions were held in the fields of philosophy, sociology, and even a very popular marriage forum. Organized extracurricular activities ranged from dramatics, with different casts performing *You Can't Take It With You* and *Richard III,* to expositions of the fine arts showing outstanding student talent in painting, sculpture, and photography.

The author trusts that this summary account explains why he is happy to have been associated with such an unusual and stimulating experience. He considers it one of the most successful and revealing experiments that the military forces of the United States have ever conducted.

THE INCREASE OF STUDENT INTEREST IN PSYCHOLOGY

(Continued from page 8)

ground, and strong professional drive could not be matched in the undergraduate world, but what he discovered has become more common in the experiences of professional and administrative workers since 1938. Young people coming into our colleges and universities are sensing its emphasis and importance.

Undergraduates as a group are not highly articulate in their awareness of educational values, but many of those in college during the war, or entering since its close, have sensed the impact of events upon their own personal lives and upon the welfare and interests of their families. Our students come from homes above the average in sensitivity to needed and impending changes in our institutions and private lives. That psychological insight must be involved in these imperative adjustments is becoming increasingly apparent to our present college generation.

A simple questionnaire was given to fifty Middlebury students requesting their reasons for their study of psychology. All were in at least their second course and about one half were majors. Some excerpts from representative replies

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are here quoted, since they present a most direct evidence as to motives for pursuing the subject:

(1) *It takes us into so many fields of study and is applicable in so many practical ways.*

(2) *As more people become acquainted with the psychology of human relations, our whole cultural order will be improved.*

(3) *Compared with the advances in physical science, there has not been enough attention to the development of the individual or the group.*

(4) *The growing complexity of society and the steady turn from isolationism makes it apparent that we must know more about how the people of other nations think and feel.*

(5) *It helps in other courses, especially in the social sciences.*

(6) *To insure the success of our growing philosophy of international co-operation, we must cultivate more than mere scientific specialization.*

(7) *The study of psychology brings a general awareness and a more specific understanding of the diversity of problems inherent in dealing with others.*

(8) *Most of us feel that the war and all of its attendant evils might have been averted through education, and this means a change in people.*

(9) *Today every professional man or business executive feels the need of some practical knowledge of psychology.*

(10) *Labor can no longer be regarded as a commodity. Human personality has become a part of the industrial problem.*

In Middlebury, there has been no sudden upturn in the election of psychology but a sustained interest during the last five years. Replies from veterans who have entered since the war indicate that their interest has been turned to this field through contact with cases of neuroses, observation of the effectiveness of army and navy testing programs, and experiencing the importance of morale. Judging from the proportion of veterans now in college who are electing psychology, it seems most probable they will come into the courses in substantial numbers.

In the present semester, approximately one fourth of the student body are in courses in psychology. Judging from previous years, it is a safe estimate that the new enrollees will bring the total number of those who will have taken at least one course during the year, up to about one third of those in college. The subject is purely elective and fulfills no college requirement of any kind.

After this survey of trends and motives, it would be appropriate to consider them critically and apply some criteria of educational soundness. Is the interest in psychology a passing turn to something of untried and uncertain value? The first criterion should be the status of psychology as a science, and the second should be the need of it in our present world.

Psychology is a late arrival in the field of science, but has had a rapid tempo of growth in the last three decades. Added to its peacetime progress, two major world wars in twenty-five years have provided a stimulus which has lifted psychological science to a state of relative maturity. World War I brought the first mass application of psychology in the use of tests in the selective draft. World War II has raised psychiatry and psychology to the status of major applied sciences. The demand for psychologists in war work has been so heavy that it has been difficult to get younger men in the field to fill academic positions. Some of these now discharged have been offered positions in government service or in business and industry. Of course, only a small number of those majoring in psychology in college will become professional psychologists, but an impressive list of occupations could be made in which some basic psychological knowledge is essential.

All of the sciences are so interlocking that not one of them can make out a unique claim for superiority, but, with this acknowledgment, it seems a logical conclusion that when the history of science is written at the end of this century, it will appear to have been a century when man began to speed up his interest in his own nature. This is not prophecy, but logic. Unless man does speed up this understanding, there will be no civilization to be recorded. The sciences used in war have achieved such control of destructive forces that there is no physical protection against them. The scientists, who have taken part in the development of the atomic bomb, have told us with unmistakable clarity that only the human will can now avert wholesale destruction. Will the atomic bomb wait for the changes in human attitudes and human behavior? Psychologists are now deeply concerned with the problem of these changes. All competent psychologists believe that human nature is plastic and that individuals and groups can be moulded for better or worse.

When William James, our eminent pioneer psychologist, was studying in Germany in the sixties, he remarked, as did many observing American students, on the romantic dreaminess and sentimental graciousness of German living. He regarded the Germans as more impractical than the French or English. The military tradition, developed by Frederick the Great one hundred years before, was beginning to take root in Prussia at that time, but there was still the subtle force of another great cultural tradition that had come down from the Mediaeval period enriched by decades of the romantic movement. But the German people underwent a profound change in a generation.

In learning the prophylactics of war, we will be learning how to build up human attitudes and practices which will bring increased satisfactions and higher levels of living. War comes out of frustrations; in fact, war is a by-product of irrational motives that are operating in society all the time. Psychology is by no means the only science which is working remedially in this crisis, but its methods are direct. It goes to the sources and analyzes the patterns of human behavior which operate benignly or malignantly in our human world.

LAPPLAND – NORTH OF VERMONT

(*Continued from page 10*)

numbers of people trudging along on foot or skis, wrapped from head to toes in dark heavy clothing, with their apple-red faces reflecting the sub-zero temperature. Reaching Rovaniemi in the early evening, we got our first glimpse of its ruins in the glare of the truck headlights. This city was the "Capitol of the North" before the war and was well-known for its lovely hotels, clean modern homes, and progressive trends. Most of the buildings were burned at the time of the German evacuation, with only a few buildings left where the incendiary bombs had failed to explode. Everywhere, gaunt brick chimneys with big round stoves clinging to them stand as the only remains of comfortable pre-war homes. During the summer, people would come from the shack or basement where they were living and bake in their old stoves, but now the Arctic winter makes such a thing impossible and the ovens stand cold and deserted.

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Rovaniemi, as well as all of Finland, is not sitting among its ashes and weeping. Last summer, after the departure of the Germans, the people returned and began at once to build temporary shelters for the winter. Many constructed small one-room cabins, which will be used later as bath houses, but during this winter served as living quarters for entire families. These bath houses or "Saunas," as they are called in Finnish, are an ancient tradition among the Finnish people. The teachers in this area have shown a wonderful spirit of cooperation and are doing everything possible to aid the feeding in the schools. Often the soup has to be carried in large wooden tubs from the house where it is cooked to the nearby schools. During the fall, only about fifty schools in the communes where we are located used the government supplement of oats, dried peas, and meat. At the present time, over ninety of the hundred schools are feeding, both the government ration and American food, to a total number of over 8,000 children. We try to bring in food which is hard to get here, primarily, meat, sugar, butter, and powdered milk. These are the "extras" which make eating worth while and also add nourishment to the diet. One school which we visited had been running its kitchen on an alternating schedule of reindeer meat and reindeer soup all fall. However, every day one of the pupils would dutifully say the grace and thank God "for this food." On the first day that they fed our supplement, the teacher informed us that the little girl whose turn it was to bless the meal, altered the usual formula and thanked God "for this *good* food."

Delivering the food is a great problem. The roads are very much like Vermont in mid-winter, and their hard-packed snow surface is said to make the best traveling in Finland; however, many of the schools are off the passable roads and can only be reached by horse or reindeer sleigh. In such cases, food is left at the Cooperative store nearest the school or is picked up by a school representative at the barracks in Kemijärvie, where the storehouse is located. I was alone at the barracks one day when a man called for his school's food. In my very unfinished Finnish I was able to find out that he was from "Luusua" and that he wanted the food for the school there. The next step was to find out if he had his horse and sled with him—I thought a moment, to get my cases right—and then said in very clear Finnish, "Oletteko Tehevonin?" He looked rather surprised and backed hurriedly out of the door—"To fetch the horse," thought I proudly, and only later did I realize to my horror that I had not asked the man if he *had* a horse, but if he *was* a horse!

Most of the time is spent in visiting schools and talking with the teachers and students, at which time we help them find places to cook, procure needed equipment, and explain how to prepare American food. We receive a great deal of pleasure from talking with the children. In almost every school, there are three or four youngsters who have relatives in the United States, but they never know which city.

The Friends Service Committee also supervises a program of clothing distribution in Lappland. The division of the clothing is handled by the Local Red Cross, consisting of volunteer representative groups. The Red Cross in Lappland is the agent of Suomen Huolto, the over-all Finnish relief organization, with whom we are working. By the first of March, sixty-seven tons of clothing had been distributed to the people in greatest need. Children's clothes are particularly important for they mean that the children are once more able to walk the long cold distances to school, where they receive the extra food they so badly need.

The relief program ends in June, and by that time it is expected that the government will be able to take over all of the supplemental feeding of the schools, and by next autumn will be in a position to furnish the school children with an adequate diet. However, with the end of the winter's relief program, the Committee plans on starting a new program which includes the establishment of two work camps in the vicinity of Kemijärvi for students and the furnishing of aid to individual families unable to carry alone the burden of maintaining a household, farming, and re-building, due to the shortage of man power created by the war.

The spirit of these people is as unbroken as the fir trees in the north. Though beaten by storms, like the trees they send their roots deeper into the earth, and continue to grow. It is, indeed, a privilege to be able to work with such fine people.

WHAT TO DO WITH THE "READING-WRITING" PEOPLE?

(Continued from Page 11)

as a writer and editor he knew how to begin it.

He saw, first, that the technical training must be kept at a minimum, that "the literary trades" required a full mind, a liberal education, and a solid background of general information. So, the technical training had to be brief, inclusive, and intensive. The educational pattern which he devised for the School consisted, in brief, of a total of more than three years of language and literature, art and music, science, and the social sciences; and an intensive training in editing and publishing skills in the fourth year. After ten years, this remains the basic pattern of the programs of the School.

The courses in editing and publishing skills were built around the idea of "copy." The word *copy* is constantly on the tongues of the people in "the literary trades." Copy must be written, it must be edited and prepared for the printer, it must be proofread, it must be "laid-out," it must be "dummied"—copy is the lifeblood of the "trades." So courses had to be invented in the handling of copy: work in form, style, and usage for the editing of copy; courses in typography and printing methods; courses in layout and design; proof-reading; publishing techniques, and typing as a necessary skill in preparing copy. But copy must also be created, so gradually there were added to the program courses in writing, for general and specialized uses. After ten years of experimentation, courses are now available in advanced composition, journalism, advertising copy writing, and industrial writing, that is, writing for business papers and house organs. The emphasis in the writing courses is on utility rather than art, but the School is not completely surprised, nor does it hide its head, when its students win intercollegiate awards in creative writing or publish in national magazines, and they have done both. Writing is acknowledged an art but taught as a skill, with the one end that graduates of the School be able, without blood, sweat, or tears, to produce *copy*.

The first test of the experiment came when the first seniors graduated from the School. They were promptly and happily gobbled up by Boston book publishers. Their employers found that these girls were not only educated, but trained in the skills which they would otherwise have to learn on the job. What was perhaps more important, these girls had been trained to think *professionally* about the problems of

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writing and publication: that writing is purposeful communication and that very little writing is art. While the School was still young and small, the book publishers continued to absorb most of the graduates. But as it grew, the graduates themselves began to find new fields for which their training was adequate. Some went to work on newspapers: some became advertising copy writers; a few found their way into the field of public relations; a smaller number got jobs in radio stations, writing script and continuity; while an increasing number landed on the staffs of magazines—general magazines, business papers, house organs, and religious magazines.

As these new fields of employment opened up, some as if by magic, the School constantly adjusted its technical offerings the better to prepare for the increased variety of employment. This adjustment, however, was never made at the expense of the basic liberal training; skills were never allowed to encroach on education. The number of technical offerings increased, which meant that each student in the School had a wider selection of courses within the technical program, so that she could train for a specific employment after graduation. Specific training is available for employment in book and magazine publishing, advertising and publicity, and journalism. A student can elect an individual program which will make an even more specific preparation within these general fields. For instance, a student can elect courses in the School of Science which, together with her basic program in the School of English, will prepare her for editorial employment on a scientific journal; another student could elect courses in personnel offered by the School of Business to prepare herself for a job on a house organ, or employee magazine.

The results of any educational experiment, however, must be sought among the products of the experiment, in this case the alumnae. A poll of the graduates was taken last fall to assay these results. Apparently editorial training doesn't inhibit fundamental motivations, since a good many of them had laid aside the type-rule for home rule. Most of these had worked at the jobs for which they had been trained for an average of four and a half years before marriage. A representative group of the younger graduates were in the Wacs, Waves, Spars, and Marines; but among this group several were performing writing and editorial functions in the services. But the real interest in the results of the poll lay in the variety of positions held by those graduates who were working directly in the fields for which they had trained. A sampling of these would include the following: two directors of college publicity, an editor and two associate editors of company magazines, an assistant to a New York columnist, an editor of a reprint company, an advertising copy writer in a publishing house and another in a company manufacturing electrical appliances, a script and continuity writer in a metropolitan radio station, an Associated Press reporter in Washington, head proofreader in a municipal printing plant, the editor of a historical society, and, finally, the Wave lieutenant who writes the citations for Navy awards of decorations and medals.

And the experiment is by no means concluded. Already both graduates and students are beginning to talk more loudly about the religious magazines, about children's publications, about movie script writing—and so it goes. Where he can find people to teach such things the present director has no idea, but he is willing to try. At the moment it is enough of a problem to try to arrange a program for the night city editor of a Boston daily who teaches journalism, the busy production man who teaches publishing, and for the advertising manager who teaches advertising copy writing. Besides, he must give some thought to his own courses in writing and to finding, not only a good layout man, but a good layout man *who can teach*, for next year.

The returns are not all in yet, of course, but the first ten years suggest that the experiment hasn't been a failure. It has been an exciting experiment in which to share, and the results so far suggest that the "reading-writing" girl needn't teach unless she wants to, and that there is a field for trained people in "the literary trades."

ALUMNI DINNERS

(*Continued from Page 12*)

incumbent upon the colleges to train students for living in a controlled economy and for earning their living as technicians and administrators in government bureaus.

"Professional societies, thinking in terms of future lawyers, doctors, dentists, engineers, and so forth, set forth the objectives of the college education in terms of pre professional training and prescribe courses which they believe should be the foundation for graduate work in their respective professions. In the state-controlled institutions, the educational objectives are frequently dictated by the economic environment in the state. In Vermont, for example, emphasis might be given to courses in agriculture; in Utah, in courses in mining. In short, the so-called practical and vocational training tends to become the objectives of the state-controlled institution.

"I have no quarrel with many educational objectives I have cited, nor with any others that are current. I am concerned, however, lest the colleges in trying to be all things to all men, fail to have any clearly defined objectives and, in consequence, that the colleges, confused themselves, should turn out confused men and women, ill-equipped either for living the good life or for making a good living.

"The proper role at least for the four-year liberal arts college is simple to state. In the first place, a college education is not a right to be demanded by all, but it is a privilege to be granted to some. This involves selection, and not the least important task of the college is to select young men and women, who, first of all, truly have a serious desire to learn more about themselves and more about man's relation to man and to his environment. It means selection of those who give evidence of willingness to subject themselves to hard mental disciplines; willingness to work cooperatively in a group and to abide by the customs and regulations of that group. In addition, those selected should present some evidence that they have developed loyalties and enthusiasm. Note that I have deliberately avoided any criterion of selection based upon the accumulation of courses and grades in the high school or based upon financial background or social standing.

"Given this group of potential college students, should the colleges then subdivide them into groups and immediately embark upon an attempt to convert them into future chemists, farm superintendents, accountants, home economists and so forth—or into groups labelled prelaw, premedical, pre-business students, and so forth? No! I believe the function of the college is to devote all of its skills, its spirit, and its

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atmosphere to bring to fruition the intellectual maturity and the social maturity of these young people. In this process, the college should be helping them to develop ideals and to build strong characters," Dr. Stratton said.

Among those present were:

BOSTON: I. Murray Adams, Gordon A. Barrows, Dr. Allen D. Bliss, Alfred G. Boissevain, R. F. Bosworth, C. H. Botsford, R. H. Brokenshire, John Burbank, Robert Burnes, Laurance W. Cluff, Frederick A. Coates, Martin Cunningham, Allen A. Dodge, Ralph Dumas, Gordon E. Emerson, Jr., William Ferguson, 3rd, Richard Files, Horace S. Ford, Ernest Frawley, G. K. Fry, Alan W. Furber, Merritt F. Garland, Jr., Roger Hall, Charles L. Hanson, Jr., Prescott R. Harmon, Edward J. Hawkins, Ralph A. Hill. John Holt, Burton C. Holmes, Elwood A. Hoxie, J. Wilbert Hutton, D. B. Hyde, Thad R. Jackson, John C. Johnson, E. A. Kister, J. J. Lamere, H. D. Leach, William Lishman, Phillip W. Lees, Willard Littlehale, Harold A. Lent, Charles Livesey, Jr., Fred Manchester, Dr. William Giles Matteson, Jr., F. J. McGarry, K. G. MacLeod, Bill Meacham, James Miller, Leonard Monahan, Arthur E. Newcomb, Jr., J. Earle Parker, Waino I. Pernaa, Leon Pierce, William F. Pollard.

E. Leslie Robart, Sanda Burchard Robart, R. M. Savage, L. M. Selleck, Jr., C. H. Simmons, David K. Smith, Osgood Tower, Prof. Perley C. Voter, Donald Whittemore, Harold Whittemore, Dr. Richard Woodward, Stanley V. Wright, Warner Wright, Dorothy Abel, Mrs. Charles Allen, Dorothy Bliss, Clarissa H. Bloch, Mrs. R. F. Bosworth, Mrs. C. H. Botsford, Helen Brewer, Caroline B. Bulfinch, Mrs. Helen Burbank, Marjorie Burditt, Joan Calley, Annette Chapman, Maude H. Chase, Madeline M. Clark, Mrs. Laurance W. Cluff, Mrs. Fred A. Coates, Doris Cutting, Mrs. Anna R. Cunningham, Mrs. Caroline B. Dodge, Nancy Dodge, Charlotte J. Doe, Betsey W. Douglas, Mrs. Ralph Dumas, Alice Easton, Mary Eimer, Margaret J. Emerson.

Elizabeth A. Evans, Helen R. Ferguson, Mrs. Horace Ford, Mrs. G. K. Fry, Barbara Fry, Mrs. Merritt F. Garland, Jr., Jessie M. Graves, Ruth Hanson, Mrs. Prescott R. Harmon, Mrs. E. J. Hawkins, Dora Hetherston, Helen Holt, Priscilla A. Hoxie, Ruth D. Hutton, Mrs. Thad R. Jackson, Mrs. Frances B. Johnson, Mrs. E. A. Kister, Paula Knight, Mrs. J. J. Lamere, Mrs. H. D. Leach, Charlotte Leach, Jean Leach, Mrs. June A. Lent, Elizabeth M. Letson, Marguerite Loukes, Geraldine A. Lynch, Mrs. K. G. MacLeod, Mrs. Fred Manchester, Jeanette Stone Matteson, Rena M. Meacham, Mrs. Leonard C. Monahan, Ruth Baldwin Murray, Mary Carol Nelson, Mrs. Arthur E. Newcomb, Jr., Jean Parmenter, Mrs. J. Earle Parker, Mrs. C. H. Paulsen, Mrs. Leon Pierce, Mrs. William F. Pollard, Dr. Margaret Matheson Poole, Virginia Poole, Annie Baldwin Potter, Jean Potter, Mrs. R. M. Savage, Mrs. L. M. Selleck, Jr., Margaret Shaub, Mrs. C. H. Simmons, Dorothy Simonds, Carol Hartman Smith, Catherine C. Stock, Mrs. Samuel S. Stratton, Mrs. Osgood Tower, Ann Taggart, Mrs. Raymond Trefry, Mrs. Perley C. Voter, Elizabeth Thompson, Cora May Wade, Mrs. Donald H. Whittemore, Jean Williams, Mrs. Muriel Williams, Pegram Williams, Dean Millicent C. Woodward, Mrs. Stanley Wright, Barbara York.

CLEVELAND: Don A. Belden, Fred H. Carpenter, Irving Eastman, William B. Gazdagh, Rev. Louis Greene, David Hammond, James S. Jackson, D. Haydn Parry, Robert S. Pflueger, William Slade, Jr., Kirkland Sloper, Robert Martindale, George Whitmore, Jr., A. Wilson Wood, Ens. Robert A. Wyman. Miss Jane Andrew, Mrs. Don A. Belden, (Alice Tomlinson), Mrs. Earle W. Brailey (Dorothy Nash), Miss Elizabeth Bucher, Mrs. Irving Eastman (Christine Webster), Miss Lois Grandy, Miss Marcey Lynn, Mrs. Kirkland Sloper (Marie Ernst), Mrs. A. W. Wood (Virginia Wynn), Mrs. Robert A. Wyman (Barbara Slade).

CHICAGO: Mrs. Robert Gabe, Mr. and Mrs. John A. Arnold, Mr. and Mrs. Bernard Furman, Mr. and Mrs. Walter M. Fuller, Miss Louise Fulton, Mr. and Mrs. Richard L. Geehr, Mrs. James Gwin, Mr. John W. Hollister, Mr. and Mrs. J. Townsend Hopkins, Jr., Mr. Harold Krichbaum, Mr. and Mrs. Robert W. Lord, Miss F. Elisabeth Nichols, Mr. Guy F. Page, Mr. Auburn A. Ross, Mr. Harold A. Severy, Mr. and Mrs. Wilmarth A. Sherman, Miss Alice Taylor.

BUFFALO: Robert L. Rice, Jr., Lois Groben, Judge Thomas H. Noonan, Ransom Rice, Linwood B. Law, John L. Albert, Irma L. Bagdy, Allison S. Beebe, and Mrs. Beebe, Alice Bassett Brown and Mr. Brown, Harriet M. Buck, Lois Grimm Dustin, Janet M. Gilbert, Professor and Mrs. John F. Haller, Jean Hickman, Charles B. Honsberger, Doris Keffer Kinsey, Kenneth M. Kinsey, Mrs. Linwood B. Law, Louise Barnard Look, Mr. and Mrs. R. B. Menut, Justin C. Morgan and daughter Marilyn, Donald J. Noonan and Mrs. Noonan, Mrs. Thomas R. Noonan, Mrs. Robert L. Rice, Jr., Mr. and Mrs. Robert L. Rice, Sr., Mrs. W. Ransom Rice, Mr. and Mrs. Norman Schnobrich, Aldom H. Scott, S. W. Scott, Margery Miller Sieman, Alice St. Pierre Sundin, Mr. and Mrs. Harry E. Vogt and daughter Nancy, and David H. Wood.

ALBANY: Rev. Leon M. Adkins, Dr. Anastas Augustine, Philip Brewer, Elmer G. Bridgham, Fred Brigham, Paul G. Cushman, John L. Davis, Ervin F. Gollnick, Luther F. Kelley, E. J. Klock, Melvin C. Livingstone, Robert Morgan, "Duke" Nelson, Mr. Neuberger, Arthur Ottman, Dr. Lucretius H. Ross, Richard Tefft, Harry Wells, W. Raymond Wells, John H. White, LeRoy Heidenreich, Richard Lohmes, Mrs. Hazel Adkins, Mrs. Dorothy Aldrich, Katherine W. Bell, Mrs. Philip Brewer, Bristol Chaterton, Jean Crawford, Vida Davis, Patricia DeLearie, Mrs. Gordon Dunham, Jean Dunn, Dorothy Newton Eisenhart, Edith T. Gollnick, Edith T. Jones, Alice M. Kilpatrick, Marjorie Smith, Edith H. Tallmadge, Sally B. Tefft, Emily H. Thompson, Mrs. Anastas Augustine, Mrs. Paul Cushman, Mrs. Gordon Dunham, Mrs. LeRoy Heidenreich, Mrs. E. J. Klock, Phoebe Heidenreich, Mrs. Melvin C. Livingston, Mrs. Lucretius H. Ross, Gloria Storing.

Special Announcement

As the NEWS LETTER goes to press, word is received of the announcement at the Alumni Reunion Dinner in New York City by President Stratton of the official opening of a campaign to raise $700,000 for a field house including its full maintenance endowment. This will be the first unit of a memorial to Middlebury College men and women of World War II. According to Dr. Stratton the field house is the first unit of the program calling for the erection of two other memorial units—a gymnasium and a swimming pool. Other projects of a long-range program include an addition to the library, a new dormitory, the remodeling of the present gymnasium into the McCullough Student Union, a Fine Arts Center, and a Playhouse. It is estimated that the cost will be about $2,700,000 including endowment. The campaign for funds to build the first unit is expected to be completed in December of 1946, and the rest of the program by the Sesquicentennial Anniversary of the College in 1950. Mr. Joseph P. Kasper, '20, chairman of the trustee committee, has engaged Mr. Edgar J. Wiley, '13, as campaign director, and Stanley V. Wright, '18, as associate director.

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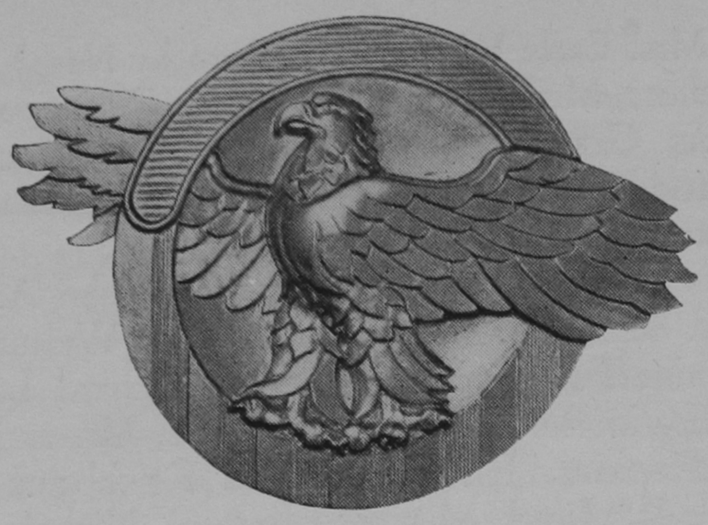

Discharged From the Service

1928
W. Storrs Lee

1930
Samuel Guarnaccia

1931
Theodore Huntington

1934
Emilio P. Ferrari
Wyman W. Parker
George T. Schauz

1935
W. Wyman Smith

1937
Arthur J. Hoffman
Randall W. Hoffman

1938
Walter C. Rogers

1939
Gordon A. Barrows

1940
John M. Gale
Charles T. Meilleur

1941
Stephan H. Arnold
Thomas H. Bennett
Leonard H. Brown
William Bursaw
William Cassedy
Marshall Cline
Allan J. Cobb
Albert W. Coffrin
Charles J. Conley
Robert L. DeVeer
Allen A. Dodge
William Ferguson
Malcolm Freiberg
Merritt Garland, Jr.
Roger Griffith
Gordon Hawes
John H. Hicks
John W. Holt
Sumner House
LeRoy Hovey
Moses P. Hubbard
Les. W. Ingalls
John C. Johnson
Robert L. Johnson
Edward A. Kister
Robert Knight
Ralph W. Latham
Willard Littlehale
John C. Malcolm
H. Terry Manning
Raymond G. Morrow
Sidney A. Patchett
Aaron W. Sweet
John Talbot
Viron C. Thomas
John Trask
Richard L. Treat
Raymond Unsworth

1942
Carl E. Congdon
James B. Crawford
Daniel R. Gilbert
William F. Gilbert
Lawrence A. Glazier
Charlis H. Kitchell
Truman H. Thomas

1943
Kenneth R. Beckwith
Peter N. Bohn
Victor C. J. Colonna
Russell P. Dale, Jr.
William S. Dodd
Frank M. Goldsmith
George H. Grant
Arthur E. Grosvenor
Paul J. Liehr
William Meikle
T. Holmes Moore
Anthony E. Romeo
Robert B. Rowley
Frederick F. Van de Water
Harold E. Walch
Frederick de F. Williams
Martin Wittlin
Frederick S. Zollner

1944
Neil P. Atkins
Charles R. Bobertz
Henry L. Cady
Lawrence F. Canning
David S. Cassedy
Lewis H. Clark
Raymond S. Clark
Paul E. Crocker
Thomas F. Cruess
Burchard M. Day
Rodman A. Frank
Arthur S. Johnson
John E. Hebert
John A. Heywood
George L. Montagno
William D. Neale
Harold Parker
Daniel Petrizzi
Charles A. Scott
Lawrence M. Selleck
Edward Smith
David T. Stagg
Philip D. Towsley
Paul G. Vyrros
Earl H. Upham, Jr.
George F. Wiemann
Charles R. Wilcox

1945
Edward E. Adams
Robert D. Boucher
A. William Calder
Daniel M. Colyer
James J. Conley
Robert T. Cosgrove
Charles C. Cotter
Philip H. Dunham
Joseph F. Fuchs
Donald Y. Gilmore
Roderick P. Grant
Norman R. Hassinger
Howard O. Hawley
Daniel T. Hedden
Elam M. Hitchner, Jr.
Walter C. Hopper
Cranston H. Howe
William R. Johnson
Arthur J. Kelley
Roy H. Kinsey
Benjamin J. Kirtland
Arnold J. Kivelson, Jr.
Janus C. Lindner
John C. Lorini
Richard S. McCrudden
Peter Q. McKee
John S. MacMurtry
Gordon Mathews
Hugh H. Mathews
Herbert P. Mayer
Richard P. Merrill
John Wesley Mills
Kenneth T. Moore
David M. Otis
Carroll Milton Pike, Jr.
Randall M. Pillsbury
Julian A. Pollak
Allan E. Robertson
Martin C. Schmidt
Raymond E. Walch
Joe M. Webber
Robin D. Willits
Alan Wolfley

1946
Donald G. Bates
Prescott R. Carr
John F. Carter
Douglas G. Christie
James E. Coursey
Donald E. Fowler
Robert A. Fuller
Daniel R. Gilbert
James A. Gilbert
John D. Hunt
Evan B. Littlefield
Jackson B. Parker
Charles H. Pope
Leonard A. Rice
Eugene W. Robinson
Robert E. Seixas
Seabury T. Short
John C. Webb
G. Walter Webb

1947
David H. Rollason
Richard P. Hollister

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